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ABSTRACT

This report presents recommendations from a working party appointed to consult and deliberate on the possible establishment of a Queensland Professional Development Consortium of teacher groups including professional associations, unions, employers, and higher education institutions. The consortium would be charged with promoting professional development opportunities and activities for teachers; coordinating member groups; gaining the recognition of activities by higher education institutions and employers; and setting up an easily accessed data base to enable teachers to obtain information about professional development. Following a letter of transmittal and an introduction, the report is organized into seven chapters covering the following areas: (1) the working party; (2) issues in professional development; (3) roles and functions of the consortium; (4) the consortium and professional development needs; (5) feasibility study: operations of the consortium; (6) feasibility study: structure and funding of the consortium; and (7) recommendations. Seven appendices include: a meeting report discussing consortium establishment; membership of working party; terms of reference for the working party; consultants in working party; types of information to be included in data base; proposed duties of members of consortium secretariat; and budget estimates. (LL)

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TOWARDS A LEARNING COMMUNITY

REPORT OF THE WORKING PARTY ON THE PROPOSED QUEENSLAND TEACHER PROFESSIONAL DEVELOPMENT CONSORTIUM

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TOWARDS A LEARNING COMMUNITY:

REPORT
OF THE WORKING PARTY ON THE PROPOSED QUEENSLAND TEACHER PROFESSIONAL DEVELOPMENT CONSORTIUM

Queensland Board of Teacher Registration
Toowong

1991

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REPORT OF A WORKING PARTY APPOINTED FOLLOWING A MEETING TO DISCUSS THE POSSIBLE ESTABLISHMENT OF A QUEENSLAND PROFESSIONAL DEVELOPMENT CONSORTIUM, HELD AT THE BOARD OF TEACHER REGISTRATION ON 20 AUGUST 1990

Dear Colleagues,

Following the decisions taken at the above meeting, a working party comprising the members listed below was formed through appointment from various constituencies. We have pleasure in presenting the Report on the consultations and deliberations of the working party, and recommendations for further action. As you will see, the recommendations contain both implementation proposals and a timeline for implementation.

We have been greatly assisted in the preparation of the Report by the generous cooperation of the Board of Teacher Registration which supplied a secretariat through the assistance and participation of Ms D. Cunningham in our deliberations. We are also grateful to Mr N. Fry, Director of the Board of Teacher Registration, for his personal help in our work, and to Mrs J. Sorensen for her typing assistance.

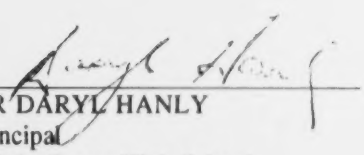
We are grateful for the cooperation and time freely given by those with whom we consulted, who are listed in Appendix IV. The enthusiasm of our consultants for the idea of the Consortium made our work much more rewarding.

We acknowledge the cooperation of the Queensland Teachers' Union, the University of Queensland, the Department of Education and the Board of Teacher Registration in making it possible for us to find time for the conduct of our work.

Yours sincerely,

MS LESLEY McFARLANE
Assistant Secretary - Research
Queensland Teachers' Union

PROFESSOR GLEN EVANS
Professor of Education
Department of Education
University of Queensland



MR DARYL HANLY
Principal
Kelvin Grove High School

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INTRODUCTION

This report is concerned with the establishment of a consortium of teacher groups, including professional associations and unions, employers and higher education institutions, for the promotion of professional development opportunities for teachers. Such a consortium would have three broad functions. The first of these is concerned with collaboration among the above groups. The second is concerned with how teachers can gain credit towards formal higher education awards for work done in professional development activities. The third function is concerned with helping teachers gain access to information about professional development activities, how these may be used in career progressions with various education authority employers, how they may be used in higher education programs and, most importantly, how they can be used to help in doing one's job as a teacher. The recommendations made concern professional development for teachers in the Department of Education, the Catholic school system, independent schools, and kindergartens, and for teachers in TAFE colleges.

The report recommends the setting up of such a consortium with these functions. The consortium will be concerned with promoting collaboration in professional development activities and the recognition of such activities by higher education institutions and employers, and with setting up an easily-accessed data base. The data base, which will eventually be accessed by computer, will provide information on professional development activities throughout Queensland; higher education programs for teachers; cross-crediting arrangements; credit for non-award activities; and requirements of employers for award progression. Access to the data base will be interactive, allowing teachers to search the data base and to signify their professional development needs.

The initiative for these proposals came largely from teachers, many of whom have expressed concern at the difficulties they have experienced in locating information on professional development or have sought to have professional development activities count towards degree courses of various kinds. The recommendations made here go some way towards addressing these two concerns. Given that approximately one-fifth of Queensland teachers are presently engaged in studying for formal awards and many more are involved annually in significant professional development activities, these are extremely important concerns of teachers and these proposals are more than timely.

Further, there is now an ethos both at Federal level and State level which places much importance on the contribution of workplace learning to continuing teacher

education, on credit transfer among higher education institutions, on teachers' access to knowledge for professional development, and on cooperation among teacher groups, employers and institutions in the provision of professional development opportunities. Again, these proposals fit in well with these emerging expectations.

The working party believes that the proposed consortium will be of immense benefit to teachers, to employers and to higher education institutions. It will benefit teachers through increasing opportunities for professional development, access to information and crediting arrangements. It will benefit employers in widening the range of professional development activities which they will be able to promote and in the rationalisation of resources. It will benefit higher education institutions in helping make more secure the link between course work and teacher development, in providing a clearing house for information on professional development, and in enabling them to make a more effective contribution to professional development through research and teaching. It will benefit all groups through the enhanced possibilities of cooperation and collaboration in their professional development activities.

CHAPTER 1: THE WORKING PARTY

In its major review of teacher education and teacher registration in Queensland, *Project 21: Teachers for the Twenty-First Century*, the former Board of Teacher Education (1987) stressed the importance of teacher education being conceived as a continuing career-long process involving preservice education, induction into the practice of the profession and ongoing professional development.

In Chapter 7 of its Report, the Board provided a comprehensive set of principles for the provision of inservice teacher education. It drew attention to the need for expanded opportunities and encouragement for teachers to engage in professional development activities, particularly at the school level, and to the desirability of developing closer collaboration between providers to make the most effective use of the overall resources available and to enable 'non-award' activities to be recognised for credit towards higher education awards.

The *Project 21* recommendations on continuing professional development received strong support from employing authorities, higher education institutions and teacher organisations, and the Board of Teacher Education set up a working party to advise it on their implementation. The working party recommended the establishment of a small consultative body with senior level representatives of teacher education institutions, teacher employing authorities and the teaching profession (particularly including teacher unions), to encourage and assist the implementation of various proposals to facilitate teachers' completion of the inservice Bachelor of Education. Such proposals could include:

- arrangements for the cooperative planning of professional development activities;
- arrangements for the granting of credit for non-award activities towards the Bachelor of Education program;
- mentoring by practising school teachers;
- flexibility of attendance and assessment requirements for Bachelor of Education units (e.g. allowing students to spread a semester unit over a whole year);

- cross-crediting of units among institutions.

Following the abolition of the Board of Teacher Education in 1989, the working party's recommendations were passed on to the new Board of Teacher Registration for consideration. The Board of Teacher Registration and its Professional Education Committee supported the establishment of mechanisms for the development of effective cooperation among the various stakeholders in the field of inservice teacher education in Queensland and called a one-day working conference to examine the issue. The conference, titled *Action for the 1990s: Inservice Cooperation in Queensland*, was held on 4 April 1990 and was attended by some one hundred representatives from Queensland teacher employing authorities, higher education institutions, teacher unions, subject teacher associations, parents' associations and other interested groups.

The conference strongly endorsed the need for closer cooperation amongst the various groups involved, particularly in the context of teacher award restructuring with its emphasis on professional development for career advancement and the need for formal recognition for various forms of credit for the full range of inservice activities.

Reports from the conference working groups recommended:

- negotiations amongst all involved in inservice education to develop a State-wide inservice teacher education program;

- a network of local and regional collaborative groups to plan, manage and evaluate inservice teacher education programs;

- a State-level collaborative body across all systems to advise on needs in in-service teacher education; to develop professional development models which address the needs of the education community and which provide appropriate opportunities for credit transfer; to act as a clearing house for teacher professional development; and to monitor and report on developments in inservice teacher education.

The Board of Teacher Registration and its Professional Education Committee considered the outcomes of the conference and held discussions with representatives of the Department of Education and other interested groups. Arising out of these considerations, the Board in July 1990 recommended the establishment of a Queensland Professional Development Consortium.

Appointment of Working Party

A proposal for the role and functions, membership, location and resources of such a Consortium was discussed at a meeting in August 1990 of representatives of all major groups involved in teacher inservice education. (A report of the meeting is included as Appendix I.) That meeting recommended the establishment of a small working party to consult widely with interested groups and to produce by the end of 1990 a more detailed proposal for a Queensland Professional Development Consortium, taking as its starting point the broad role and functions of the Consortium proposed in the terms of reference. In summary, these were concerned with the provision of information, possibly through an electronic data base, communication and discussion among members, and the recognition of some professional development activities for accreditation towards higher education awards and for purposes of progression on award scales.

The membership and terms of reference of the working party may be found in Appendixes II and III. The working party has adhered to its terms of reference and has given special consideration to the questions of teacher mobility and problems of teachers in remote areas; recognition by higher education institutions of professional development activities for the purpose of credit towards academic awards and the recognition of professional development activities for fulfilment of the requirements of industrial award progression; and the means of encouraging administrative arrangements for accreditation and the means of making access to information available to all teachers.

Consultations Undertaken

During September, October, November and early December 1990 the working party consulted widely with numerous individuals and groups drawn from the following interest groups in the field of teacher professional development in Queensland:

- teacher employing authorities
  - Department of Education
  - Department of Employment, Vocational Training and Training and Industrial Relations
  - Catholic Education Commission
  - Association of Independent Schools of Queensland

. teacher unions

- Queensland Teachers' Union
- Queensland Association of Teachers in Independent Schools
- Professional Officers Association

. higher education institutions

. teacher professional/subject associations

. Board of Teacher Registration.

In addition, representatives of the Commonwealth Department of Employment, Education and Training were consulted.

A full list of those with whom consultations were held is provided at Appendix IV.

The working party found that those consulted were unanimous in their support for the general concept of a Professional Development Consortium. Any initial reservations were overcome when the misapprehension that the Consortium would have an assessing, accrediting or controlling function was dispelled. It was widely acknowledged that there had long been a need for a body to fulfil the functions proposed for the Consortium and that these would be of great benefit to all groups involved in teacher development. A strong thread running through the discussions was that while much professional development activity was occurring, there was currently no one source from which full information could be obtained, even concerning activities within a particular region.

Consultants made valuable suggestions regarding the functions, operations, structure and funding of the proposed Consortium; many of these suggestions have been incorporated into the working party's report and recommendations.

In the process of consulting, the working party also collected a considerable amount of written material concerning provision for teacher professional development in Queensland and interstate. This material would of course be made available to the Consortium once it is established.

The working party considered the possibility of developing modularised higher education courses and the possibility of a general structure for one award, but felt that these possibilities really belonged to a further stage of the development of the Consortium. The working party saw its task as the development of a rationale and

mechanism for the Consortium but did not wish to preempt the discussions of the Consortium relating to new types of higher education awards.

This report presents the deliberations of the working party and recommendations for further action. It contains a formal rationale for the recommendations, but the recommendations were at the same time informed by a near consensus of views among those consulted.

CHAPTER 2: ISSUES IN PROFESSIONAL DEVELOPMENT

Discussion of teachers' learning and professional development must necessarily be related to both curriculum development and organisational development in schools and school systems. As Lawrence Stenhouse (1975) noted in his book on curriculum research and development, 'It is teachers who will change the world of the school by understanding it'. Such a perspective means that in considering professional development it is necessary not only to focus on the processes of adult learning, but the ways in which teachers' learning both largely derives from and contributes to their experience as teachers and their role in school-based decision making and development. As professionals, teachers have needs for individual personal education and professional growth (Taylor, 1980), but if their growing knowledge and expertise is to be utilised in the improvement of education, there needs to be corresponding support in terms of organisational development at school and system level. Similarly, there needs to be a related development in curriculum goals and resources. Conversely, curriculum change, either at local or system level, is unlikely to be successful without adequate teacher development and, in many cases, organisational change.

The first issue which arises from this viewpoint is that effective teacher development does not occur in a contextual vacuum. It is not solely a responsibility of individual teachers, but needs to entail support from school or TAFE college and system authorities. Professional development, apart from any aspects of industrial equity, needs to be seen as an ongoing necessity in school and system management. This recognition is explicit in Recommendation 13 of *Teacher Education in Australia* (National Board of Employment, Education and Training, 1990), which recommends that the Australian Education Council adopt, as a national standard, a provision for inservice education and training of teachers (INSET) expressed either as 10 INSET days per working year or 2 per cent of teacher salary budgets. Similarly, Recommendation 10 in *Teachers Learning* (Department of Employment, Education and Training, 1988) points to the need for significant increases in Commonwealth and system funding of professional development activities. The same report uses case studies of staff training and development in industry (with IBM and BHP) to show the strategic dependence (and funding) placed by those corporations on staff development provisions.

A second issue in professional development concerns the characteristics of the developmental pathway. In what ways do more expert teachers differ from less

expert? Is it in their ability to undertake particular expected teaching tasks more efficiently or more effectively? Is it in their ability to undertake a wider range of tasks? Is it in their ability to exercise supervision and leadership or to organise and manage change? The issue of what characterises teacher development and how to distinguish those with greater expertise from lesser is an important one, but one which has, until relatively recently, attracted little theoretical and research interest. It is true that some performance criteria have characterised inspectorial systems, but securing reliable performance indicators is a recent, and hotly debated, concern. In research terms, there is increasing attention to differences between teachers, who in terms of reputation, have been judged as novices and experts (e.g. Berliner, 1988; Borko & Livingstone, 1989; Shulman, 1987). One of the difficulties with the results of such research is that they appear to refer to teaching of a particular traditional style. They do not inform us about maturity in goals and innovation on the part of the teacher. In broad terms, the expert-novice and craft knowledge research is starting to provide important markers for efficiency and effectiveness within a range of traditional pedagogy.

A second approach to defining expertise is in terms of the kinds of task which the teacher can perform. A scale of expectations in various areas of teachers' work was developed by the National Inquiry into Teacher Education (1980: Chapter 3). This scale included such areas of work as: personal characteristics, values and commitment, understanding of educational processes, pedagogical skills and knowledge, interactions with other staff, interactions with parents and community, and role as a member of the school community. A somewhat similar set of knowledge areas has been proposed in the U.S. by Shulman (1987). Coherent programs of professional development will need eventually to be based on such scales of expectation.

While it seems natural to highlight pedagogical reasoning and skills in such scales, there is an increasing body of literature on the importance of teachers' critical thinking (e.g. Grundy & Kemmis, 1981; Carr & Kemmis, 1986). The argument is that it is insufficient for teachers to become technically more and more adept in tasks and procedures which have not been critically analysed in terms of social, moral, and ethical considerations. The task of making this critical analysis, it is argued, must be shared by the informed and responsible teacher.

These various indicators of professional maturity, such as pedagogical expertise, understanding and knowledge, technical and collaborative problem-solving in innovation, and socially critical judgment, serve as guides both to self-understanding on the part of teachers and to understanding by others of teachers' needs and level of expertise. They may eventually be useful for developing professional development activities and for classifying them. They may also serve

as the basis for both academic credit and salary progression. As such, they are important to the concerns of the proposed Consortium in terms of both system needs and the professional needs of teachers.

A third issue in teacher development relates to the nature of teachers' knowledge and learning. It hardly needs emphasising that teachers are adult learners, but it is useful to recall what that implies. Most importantly it implies that teachers have their own personal and professional purposes in undertaking inservice activities and are likely to be more motivated when the activity suits those purposes and they participate in shaping the nature of the activity. Another implication is that adult learning is conditioned by situational pressures. An effective response may require changes in the work or study context to ease such pressures (Corrigan, Haberman & Howey, 1979). Given appropriate accommodation to the nature of adult learners, there are significant implications for the organisation of professional development from other aspects of teachers' learning.

(a) A distinction needs to be drawn between procedural knowledge, or knowing how, and declarative or propositional knowledge, knowing that or knowing about. Lectures, discussion, reading, and reflection can lead to changes in propositional knowledge. That is, in this way the teacher may learn some new item of stateable knowledge or concepts. This is by no means the same as putting this knowledge into action and becoming skilful in the new ways of acting. Putting ideas into practical effect takes considerable time and effort, and a good deal of problem-solving to make the ideas work. It usually means altering the teaching context, at least to some extent, sometimes radically, and it requires a good deal of administrative and organisational support.

(b) The process of change at the level of procedural knowledge, because it is frequently problematic, requires constant feedback and reflection. These again imply need for support structures. Reflection is the most active way of learning from experience, and offers the opportunity of refinement of ideas. It also affords the means of making critical, technical, social, and moral judgments about one's attempt to change. Since change in a teacher's approach, however, takes place in the context of the whole school and community, reflection becomes more than an individual responsibility. It is a matter for school and system support.

The nature of teachers' learning is thus closely related to the nature of their work and working conditions. For the individual teacher, effective teacher development implies the need for choice, support, application, and

critique. For improvement in the school and the system, there are reciprocal obligations and needs.

(c) For the purpose of accrediting teachers' professional development activities, either towards higher education awards or towards progression on award scales, there are some difficult questions. The most important of these has to do with the nature of the knowledge the teacher has gained - whether propositional or procedural - and the ways in which procedural knowledge can be utilised for further learning, even if the teacher is not in a position to articulate it fully as propositional knowledge. Award programs not only tend to focus on propositional knowledge, but individual acquisition of such knowledge. School improvement activities tend to focus on action, on procedural knowledge, and on collaboration, group problem-solving, and social interaction. Proper recognition of teachers' professional development will need much better means of describing and valuing these latter than we now have, and staff of higher education institutions and other inservice providers will need to learn how to relate their coursework more effectively to this kind of activity.

The fourth issue pertinent to the Consortium proposal concerns types of professional development experience and how they are recognised. There are at least five distinct types:

(a) Reflection on, and changes in, the teacher's own classroom teaching or other professional duties. This may be done systematically, with the help of a fellow teacher, for example, using techniques similar to clinical supervision, or less formally through reading, use and invention of methods and materials, and monitoring and analyses. Such activities are unlikely to be formally recorded, except occasionally through publication in newsletters and the like. Yet they may represent one of the most valuable sources of professional development.

(b) Team activities related to school-based development, and sometimes curriculum development across schools, or even system-wide. These collaborative approaches are becoming increasingly common, particularly where team teaching is involved. They are not usually categorised as professional development, but as carrying out aspects of one's work. Yet they almost invariably are personally enriching because of the information-getting, discussion, problem-solving, and reflection involved.

(c) Informal professional development activities in which the teacher seeks to learn from others - e.g. visits to other teachers' classes, resource centres,

occasional talks, and workshops. Such activities may result in change in the teacher's propositional knowledge or in actual changes in classroom procedures, but these are difficult to record and document.

(d) Formal non-award professional development activities. These differ from the previous type in the ways in which they are organised, and sometimes they extend for a considerable time. These activities usually have formal programs and schedules, and sometimes, as in the case of the Further Literacy Inservice Project (FLIP), they have carefully designed activities for the teacher to undertake on the job. Actual school-based action is certainly not a part of all of this type of professional development activity, however.

(e) Formal award-bearing programs offered by higher education institutions (HEIs). Such programs may offer considerable depth of study, although the extent of integration across the program and the demand or opportunity for school-based application of concepts and principles varies considerably within and across programs.

The above classification of professional development activities demonstrates the wide range of purposes and possible effects of professional development activities. They may be school-based, school-focused, or dissociated from particular school activities, they may have direct or indirect effects on teachers' work, and they may range in their focus from technical application, to critical understanding, to personal growth and knowledge. These approaches and possible outcomes need to be reflected in the ways in which professional development activities are described. The wide range of appr aches and outcomes also needs to be accommodated in the recognition of professional development activities for either academic or career advancement purposes.

The fifth issue, and a critical one, is not concerned with the substantive aspects of professional development, but with its funding and organisation. Who is responsible? As Tickell (1990) notes, there is a cluster of questions associated with this issue. Should professional development be mandatory? In whose time - in school time or teachers' own time? In whose interests - system's, school's, or teacher's? Who pays?

Recognition by various reports that professional development activities, whether seen as personal enrichment or as school improvement, contribute to the efficiency and effectiveness of educational provisions, and that teachers are in general already making a very large voluntary contribution (National Board of Employment, Education and Training, 1990; Department of Employment,

Education and Training, 1988; Coulter & Ingvarson, 1985), should offer guidance to this question. Certainly, the proposed Consortium arises out of the joint interests of teachers, employers and higher education institutions. To the extent that it will contribute to the improvement of professional development opportunities and help resolve some of the above issues, its funding also should represent these joint interests.

The final issue in professional development concerns directions for the future. It is to be hoped that these directions see useful resolution of the above issues. There are some grounds for hoping this will be so, provided that funding arrangements and organisation can be agreed to. Given this, it is useful to note Tickell's (1990) forecast for the 90s, that professional development will be characterised by the following features:

1. PLANNING

   (a) at a system level, a strong emphasis on longer-term, system-wide planning to ensure implementation of:

      (i) major government initiatives
      (ii) award/career structures;

   (b) at school level, professional development becoming an integral part of school improvement or renewal planning and/or program budgeting.

2. INTEGRATION: a movement away from the notion of professional development as an 'add-on' towards integration of professional development into program/policy implementation and personnel management (possibly associated with the integration of professional development personnel into all operating units).

3. COORDINATION: tighter coordination of professional development resources to ensure efficient use of funds (from various sources), teacher-release time, study leave, consultancy services, etc.; and more explicit and structured arrangements between schools and support services.

4. EVALUATION: a more comprehensive view of evaluation of professional development with emphasis shifting from the short-term success of individual activities as perceived by participants at the time to the effectiveness of overall programs in bringing about changes in professional practice and organisational

behaviour and with tighter monitoring and analysis of the use of resources, access to programs, etc.

5. LIAISON: more effective liaison between schools/systems and post-secondary institutions, including contractual arrangements for the provision of specified programs and services.

6. TRAINING: a more systematic and structured approach to training based on training needs analyses, skills audits, etc. and closely related to career structures. (Tickell 1990: 3)

The proposals for the Professional Development Consortium which follow have much in common with these directions, although its concern is not with all of them. In particular, the Consortium proposal picks up the questions of liaison, integration, planning, and evaluation. The proposal offers a direct means of liaison between teacher groups, including the unions and other professional associations, employers, higher education institutions and community representatives. It is organised so that the direct link between professional development and school and system improvement can be recognised, helping towards greater integration, its data base should enable more effective planning, and it will be seeking to promote evaluation of professional development activities of various kinds.

CHAPTER 3: ROLE AND FUNCTIONS OF THE CONSORTIUM

The working party sees the role of the Consortium as one of encouraging cooperation and collaboration amongst all parties concerned in planning for developments in inservice teacher education and of developing agreed approaches to the recognition for various forms of credit for programs developed and offered at local, regional or State levels.

The proposed Consortium will not be a controlling body or a body which itself develops or offers inservice programs. Its existence will not encroach upon the autonomy and independence of action of employing authorities, higher education institutions or professional associations. Rather, it will provide a forum for the discussion of issues in inservice education, for the development of mechanisms for cooperation amongst stakeholders in the planning and offering of inservice, and for the exchange of information and ideas about teacher professional development.

The goal of the proposed body will thus be to facilitate and promote collaboration amongst providers and participants so as to enable all parties to inservice teacher education better to meet the needs of the education community. It would do this in a way that makes the best use of the resources already available across the system for inservice, and promotes the development of additional resources.

A particular function of the body would be to work towards a consensus approach to the development of inservice and professional development programs that would enable activities to be planned and offered in such a way that some of them could be recognised in part for credit towards employer inservice requirements or towards the completion of academic awards.

With the change in arrangements for the provision of external studies, the need for liberalisation of cross-crediting arrangements between higher education institutions is becoming apparent. The movement of teachers around the State necessitates the consideration of this matter. The Consortium would provide a most appropriate forum for the development of clear procedures and criteria.

The body would also provide for the cooperative development of a data base of comprehensive information on inservice programs offered throughout the State. This would be made available to participants in the form of an electronic data base.

The existence of such a collaborative body would facilitate negotiations between various employing authorities or schools, the various higher education institutions and other potential providers. In the first place, it would enable the establishment of agreed guidelines for the acceptance of activities for credit which would facilitate the planning and offering of individual programs and their subsequent recognition for various purposes. Secondly, it would facilitate the offering of cooperative programs across school systems or across providers, and help to avoid any unnecessary duplication of effort in the offering of inefficient programs to small groups in separate sectors or institutions.

It would be of value to the professional development of teachers in Queensland to have a facility for collation and dissemination of information on developments in inservice teacher education and professional development both locally, elsewhere in Australia, and internationally.

There is a need for development of professional knowledge of the effects of inservice, particularly of Queensland initiatives. It would be appropriate for the Consortium to promote such evaluation. Ways in which this could be done would include the maintenance of a data base of the literature on professional development, and the publication of reports on Queensland studies. To assist in the dissemination of knowledge in the field, a possible future activity of the Consortium might be the establishment of a professional development journal.

The proposed functions of the Consortium are listed below. The functions fall into four main areas: (i) collaboration between all parties concerned with professional development; (ii) recognition of professional development activities for credit towards academic awards; (iii) provision of information on career progression; and (iv) access to information on professional development activities.

Summary of Functions

Collaboration among parties

1. To promote and facilitate ongoing collaboration in the planning and implementation of teacher professional development in Queensland.

2. To promote and encourage identification and discussion of professional development issues and models which address the needs of the education community.

Recognition of activities for formal awards

3. To promote:

(i) recognition of teacher professional development activities for credit towards formal higher education awards;

(ii) cross-crediting arrangements for award inservice courses

through discussions between higher education institutions and other professional development providers and by disseminating information on such arrangements.

Provision of Information on Career Progression

4. To provide information on criteria used by employing authorities for the value given to professional development activities in salaries progression.

Access to Information on Activities

5. To act as a clearing house for information about inservice teacher education provision and current credit arrangements.

These functions will be supported by the following ancillary activities of the Consortium:

- Gathering information on developments in inservice teacher education within Queensland as well as interstate and overseas with a view to identifying innovations and inservice teacher development needs.

- Maintaining contact with personnel involved in professional development initiatives and bodies in other States and in national forums.

- Developing and maintaining a data base of abstracts of the literature on professional development.

- Promoting and disseminating research on the effectiveness of various types of inservice provisions for teacher development.

CHAPTER 4: THE CONSORTIUM AND PROFESSIONAL DEVELOPMENT NEEDS

This chapter highlights the needs of the 'main players' in professional development, and provides an assessment of the benefits that the formation of a Consortium and the establishment of a data base of information on inservice teacher education would provide to these groups.

4.1 Schools, Colleges and Systems (including TAFE colleges, preschools, kindergartens, independent schools and private colleges)

The *Review of Inservice Education in Queensland* (Gray, 1990: 42-43), highlighted some of the problems perceived by teachers as being relevant to the successful provision of professional development and support. These problems (paraphrased) include:

- the need for variety in the forms of provision of professional development and support opportunities;
- the need for all programs or activities to be prepared so that they can be accessed by different means; and
- the need for a range of professional development opportunities to be commissioned and offered to clients.

The Review found considerable support for any structure which would offer teachers alternative professional development activities and support opportunities among which they could choose.

The establishment of a Professional Development Consortium would be of benefit to individual educational institutions, viz. schools, colleges (either State or non-State, systemic or non-systemic), preschools, and kindergartens, in their carrying out of the following functions:

- in information
  - channelling information via the data base, between the providers and the teachers

- providing information on the availability of consultants, programs, workshops, collaborative initiatives
- managing school community access to the data base;
- providing information for school improvement, e.g. school-based curriculum development

. in coordination

- using the data base to ascertain the timing of activities, allowing the coordination of release time for staff
- coordinating with other schools;

. in quality assurance

- monitoring the opportunities available;

. in enabling access

- using the data base to create an awareness of what opportunities are accessible,
- identifying the access problems among staff
- making arrangements necessary to overcome access problems by liaising with the providers who may be members of the Consortium;

. in follow-through

- by accessing the data base, planning and implementing follow-through processes for particular teacher professional development and support opportunities accessed by staff members.

At the level of the organisational base beyond that of the individual institution, viz. cluster, support centre, region, diocese, affiliated schools, systems the Professional Development Consortium would serve a significant function:

. in information

- in providing to employees through the data base, information relating to requirements for salaries progression
- in providing information on available systems level professional development activities

- in having access to a data base of teacher professional development and support opportunities currently available, e.g. consultants, programs, and workshops;

. in coordination

- in facilitating the coordination of provision, and enabling access across systems, e.g. school support centres;

. in quality assurance

- in pursuing, through the Consortium, accreditation of teacher professional development and support opportunities towards higher education awards;

. in enabling access

- negotiating alternative arrangements with providers located through the data base;

. in supporting development

- providing resources for the development of teacher professional development and support opportunities, because of the need reported by the Consortium.

4.2 Teachers

Access to Higher Education

Teachers generally need a knowledge of the range of educational offerings of higher education institutions when considering further education. They need information not only on what courses or subjects are available at different higher education institutions but also on how these courses relate to programs across institutions. The Consortium will allow direct negotiation on inter-relations and the type of information to be conveyed. For the teacher, the use of the data base will mean that information on all institutions is available simultaneously. The rationalisation of external studies has exacerbated the need for such information. A data base of courses offered at all Distance Education Centres in Australia and attendance requirements at other HEIs in Queensland would be invaluable to all teachers, particularly to those in remote areas and to teachers whose on-campus attendance is limited by other factors.

Many teachers are experiencing delays in admission to higher education courses. This situation will worsen in the near future with the strong incentive to gain a degree provided by the restructured teachers' industrial award.

Teachers are requesting credit towards academic awards for certain non-award inservice activities which are conducted by their employer. The granting of credit for appropriate professional development activities would serve both to give due recognition for inservice work which teachers value and to help teachers work towards a degree while awaiting a place in a higher education course.

It should be noted that the working party's consultations indicate that Higher Education Contribution Scheme (HECS) charges are not payable for activities which are undertaken while a student is not enrolled in a higher education course even though credit may later be given towards a higher education award.

Industrial Requirements

Under the restructured teachers award professional development will be a requirement for those three-year trained teachers wishing to proceed more quickly through Band 3. For experienced classroom teachers, professional development is a criterion required for access to the Advanced Skills Teacher band. Under Collaborative Teacher Performance Review requirements professional development may be an annual requirement for many teachers. A data base of professional development activities would assist teachers to choose those activities which would meet their needs and interests.

Needs Assessment

Through the interactive technology of the proposed data base, the Consortium could monitor in an efficient, ongoing way the needs of teachers, school communities, and system groups. The various member forums of the Consortium could plan to meet the expressed needs in an organised way.

Teacher Self-Direction

Effective teacher development promotes teachers as 'active, self-motivated and independent learners' (Department of Employment, Education and Training, 1988, p. 27).

Ready access to comprehensive information about development opportunities, provided by the proposed data base, would be empowering to teachers and school communities.

Flexibility in the accreditation of professional development promotes teacher control of learning, thus recognising and enacting adult learning principles.

Professional Status

Widespread publicity, through the Consortium, for the professional development activities of teachers could serve to enhance the professional status of teaching.

4.3 Higher Education Institutions

Higher education provisions of award programs for qualified teachers have undergone considerable recent changes. There are now eight higher education institutions offering such programs in Queensland. The offerings of most institutions cover the range of programs - bachelors and masters level, graduate diplomas, and graduate certificates, as well as research degrees. There is also considerable overlap among institutions in the areas of specialisation offered, not only in education studies and related disciplines, but also in other discipline areas of interest to teachers. Two of the institutions have Distance Education Centre (DEC) status, while others are catering in other ways for students remote from their campuses.

On the surface, teachers have a very wide choice of programs to suit their needs. There are, however, tight constraints which drastically lessen this choice and, for many teachers, completely remove access. The major constraint is in terms of funding, particularly for places in bachelor of education degree courses in Queensland. The effect of this is that many teachers cannot gain access to either internal or external programs, even though many Queensland teachers are studying with interstate DECs. The second constraint arises from the liability of teachers, particularly those in the early years of teaching, to transfer. This means they may be physically remote from the institution with which they began their studies. There are several ways that the Consortium can address these issues.

Cross-credit

The need which the Consortium can address is for direct negotiation between institutions on cross-credit arrangements, to enable effective policy to be formulated.

Rationalisation

Within the constraints of providing access by all teachers to appropriate programs, institutions may benefit from opportunities to rationalise their offerings so as to

allow more concentration on their areas of strength and their main teaching and research missions.

Accreditation of Non-Award Activities

One aspect of rationalisation is the recognition that non-award professional development activities often contribute substantially to the same goals as award courses. Accreditation of programs should also eventually make further places available in higher education programs for which there is an overdemand.

Extension of Curricula

Such rationalisation should make possible extensions to the range of offerings available in the State as a whole and in particular institutions. For example, there are currently few, if any, offerings in the economics or politics of education, and there will be pressures for increased offerings in educational technology.

Teachers' Needs

There needs to be a forum which allows more direct expression of teachers' needs. For example, while there need to be more rather than fewer programs which concentrate on critical analysis, very many teachers report that they need studies which more directly address their teaching concerns.

The Consortium needs to provide at the same time for an information base and expression of needs that allows categorisation and quantification. It also needs to provide for negotiation between teacher groups and higher education institutions in such a way that school-based activities can be more effectively integrated into higher education offerings (see Chapter 1). Such a meeting ground should offer considerable advantages to both institutions and teacher groups.

Research on Teacher Development

The Consortium should offer its members greater opportunities to collaborate in research into teacher development. For example, important questions such as those concerned with teacher learning and socialisation and the conditions under which teacher development activities have benefit for teachers' work have been scarcely researched. The Consortium's forum structure and data base should allow for these collaborative efforts to address such questions. In addition, the Consortium data base should offer a unique source of information on activities and related research publications.

Educational Research Generally

It has frequently been claimed that much educational research either misses its mark or fails to make an impact on practice. If this is true, the Consortium offers an opportunity for collaboration which will extend the ownership of and commitment to research throughout the educational community. This is of particular importance to the research mission of HEI staff.

Professional Development for Staff of Higher Education Institutions

It was argued in Chapter 1 that some aspects of professional development are most effective when tied to school improvement. In the same way, the Consortium arrangements should offer increased opportunities for more staff members to work directly with teachers, thus helping them enlarge their own skills and knowledge.

4.4 Other Providers

Consortium Members

Other providers of professional development activities who are Consortium members include the teacher unions and other professional associations, particularly the teaching subject associations. These professional associations have a significant involvement in teacher professional development.

The subject associations see a great benefit in being able to advertise their workshops and conferences through the proposed data base. This facility would enable them to reach a much wider audience than is possible currently, and would save time for their secretariats.

A data base would also make each association aware of activities that other associations are providing. A subject association 'conference group' sub-file on a data base would enable the associations to communicate with one another and to plan events cooperatively.

Subject associations see that the needs input facility provided by the data base package would assist them particularly in program planning to meet the expressed needs of teachers.

The development of criteria by the Consortium for academic award credit would introduce the possibility of subject associations offering activities that could be used by teachers for such credit purposes.

The ability of the data base to be updated regularly is a particularly attractive feature. The inclusion on the data base of national school and higher education institution holiday dates would assist professional associations in the planning of their events.

Consortium Non-Members

It is proposed that the data base include programs and activities offered by non-members of the Consortium. These include those groups which are not primarily concerned with teachers' needs but which can provide activities valued by teachers. Such programs and activities would typically serve the individual interests of teachers and school communities. Such providers are diverse and would include theatre groups (e.g. La Boite and Lyric drama workshops), Family Planning Association, Department of Environment, Brisbane Education Centre, Queensland Ambulance Transport Brigade, the Trade Union Training Authority (TUTA), ELICOS (English Language Intensive Courses for Overseas Students) Centres, and private business colleges. Such non-member providers would be charged a fee per program entry on a data base except in the case of non-profit making organisations. Entry of such courses on the data base would be subject to quality control procedures.

Another important group of providers comprises interstate Distance Education Centres. The Consortium will need to negotiate with such centres on the types of information they wish to place on a data base and methods of cost recovery. Organisations such as the Centre for Professional Development in Education in Lismore may similarly wish to make use of a data base and become involved in other Consortium activities.

CHAPTER 5: FEASIBILITY STUDY: OPERATIONS OF THE CONSORTIUM

The functions of the Consortium envisaged in Chapter 3 require the establishment of two main operational supports, one concerned with the processes of recognition and accreditation of professional development activities, and the other concerned with the setting up, maintenance, and use of a comprehensive data base of professional development activities and related information. In dealing with these two operational aspects, the working party's consultations led it to a distinction between the technical aspects of each and the underlying educational principles.

Thus in the case of accreditation, the technical aspects consist in formulating rules for recognition of professional development activities for academic awards and cross-crediting arrangements between higher education institutions. Underlying the adoption of any such rule changes, however, there will need to be negotiations between representatives of higher education institutions, teacher groups, and providers and among higher education institutions themselves. It is this type of negotiation for which the Consortium should be well placed. To aid such discussion, the working party aimed at producing a set of possible criteria around which discussions might be based.

Similarly, for the setting up of the data base, technical discussions were held with representatives of the Department of Education on the use of the Information Access Project (IAP) and the Job and Course Explorer (JAC) project. However, our wide consultations on the use of the data base led to educational questions of quality control of the data base entries, guidelines for the preparation of entries, and categories of information about activities that might be supplied to users of the data base. In order to proceed with such tasks, a need for criteria for assessing professional development activities became apparent.

The first main section of this chapter is thus concerned with criteria. Many of these criteria may be derived from the discussion in Chapter 2 and others from recent reports on teachers' learning and development. In order to provide a reality against which to test such criteria, however, it also seemed useful to undertake a number of case studies of the actual practice of professional development. In section 5.1 are presented two case studies of such exemplary practice, selected from among many programs, which illuminated our deliberations. The list of criteria described in section 5.1 serve as a starting point for policy on data base

entries and may serve as useful suggestions for professional development providers. They may also be of interest to higher education institutions in their deliberations on recognition and accreditation of some professional development activities.

The second main section, 5.2, is concerned with the types of such recognition that may be possible. Again we present a number of case studies of activities which currently have some level of recognition by various higher education institutions, and provide an outline of policy that higher education institutions may consider. The third section, 5.3, deals briefly with the technical aspects of developing a data base. To these technical aspects there will need to be added consideration of quality control procedures, for which the criteria of section 5.1 may prove helpful, and of encouraging use of the data base by teachers. Given current responses of schools to the use of computer-based communication technology, we are optimistic about the success of this form of data base, but there will necessarily need to be considerable effort given to promotion in the first instance.

5.1 Case Studies of Exemplary Practice: Towards Criteria

While there are a number of professional development activities which currently receive some form of accreditation, or are being considered for recognition by various higher education institutions, there are a number of others which appear to be exemplary in the way they address the issues discussed in Chapter 2 but are not yet considered for recognition. In this section, we first briefly relate two such case studies of professional development activities, and then nominate some of the criteria of exemplary practice.

5.1.1 Case Study 1

The Mathematics Inservice Project

This project was set up to meet a system need, viz. the application in schools of the Queensland Department of Education's 1-10 Mathematics syllabus.

The project was aimed at challenging teachers' conception of mathematics, at their examining their own practice in the classroom, and at changing and improving their practice (if necessary).

Thirty teachers from six Education Department regions participated in the project. Two teachers were involved from each participating school; both

primary and secondary teachers were involved, being middle level administrators and classroom teachers.

The project was built around an action research design. Professional development workshop sessions for the 30 teachers as a group included expert input, challenge to existing ideas, and planning for classroom activities. Teachers experimented in their classrooms between the group sessions, with support provided by well-trained consultants.

Teachers participated in the project over a two-year period, meeting as a group 16 times in 1989 and eight times in 1990.

In the second year of the project, the focus of the program was on working with other mathematics teachers in the home school clusters.

Teacher Support

Support for teachers participating in the project included:

- political support (a system initiative with participation of school administrator)
- group support (two teachers from each school participated, whole participatory group support)
- consultancy support in the classroom (trial and reflection)
- time release from classroom to attend group sessions, with classroom replacement teachers provided
- funding for travel for participating teachers
- resource materials provided for new classroom practice.

Many principles of effective learning were clearly enacted in this project. These principles are formalised below in section 5.1.3.

Success of the Project

While the project has not been formally evaluated, it is seen to be a success both by its directors and the participants. It has achieved its

objectives of changing teacher attitudes towards, and practice in, mathematics teaching; participating teachers have become reflective on their own practice and have developed a missionary zeal in working with other teachers.

Accreditation

It would be possible for individual teachers to use their experiences in the Mathematics Inservice Project, together with the production of some form of assessable work (e.g. learning log, action research report) to gain academic credit. However, block credit (as in Type 1 credit, below) would not be possible, because of the absence of formal assessment of work in the project.

Credit for participation in the project would have been facilitated had criteria been established prior to implementation of the project. Credit for future replication of the project will be difficult without the establishment of criteria, because of the lack of reliability in design and delivery.

5.1.2 Case Study 2

The Leadership Programs at Queensland University of Technology

A variety of programs on educational leadership have been offered over several years through the Leadership Centre at Queensland University of Technology, Kelvin Grove Campus, including the Educational Leadership Program, Leadership and Management Seminars, and the Women in Management Course. The designs of these programs have a number of common elements, illustrated below for the Educational Leadership Program.

The Leadership Program was designed after consultation between QUT (then Brisbane College of Advanced Education) staff and administration and Department of Education officers. Each course is designed for a group of 16 principals from both primary and secondary schools. It involves additionally two joint facilitators from the Queensland Education Department, one primary and one secondary principal, and a facilitator/coordinator from the staff of the Leadership Centre. Principals on course are released from their schools and acting principals appointed, and funding for each course is provided by the Department of Education.

The content of each course is based on the needs identified by participating principals. Given these needs, it includes contemporary theory and research findings from philosophical, psychological, and sociological perspectives which relate to leadership in schools. Topics covered include leadership practices, teaching and learning processes, staff development, and social issues.

The processes involved in each course follow a pattern that enables participation in planning by the participants, constant access to resources and tutorial help, discussion and reflection, daily monitoring by participants, preparation of an action plan and application to actual school leadership activities, and follow-up sessions for reporting an action initiated and receiving further input. There are pre-course interviews with each principal to introduce the program and to determine the needs of the participants. There is a planning day with the whole group to set the scene and to reach consensus on the content of the program. During the 10 days of the main course, specialists in various fields present lectures and workshops on the selected issues, and participants have the opportunity to discuss these in-depth and study them independently. In the second week participants prepare action plans for further work, for which they access resources and a consultant, and which they are able to share with other group members.

Following the 10-day course, participants are expected to implement their action plans in their own schools, over a school term, during which time they again have access to resources and a consultant. There is a follow-up session of three days to enable the principals to report on action, discuss their work, and receive further specialist input on issues selected for further examination by the group.

Finally, apart from day-to-day monitoring sessions, the principals are invited to complete a comprehensive evaluation of the course. A further long-term evaluation of the effects of the program, involving participants from a number of the courses, is also being made.

This program illustrates a number of important features of design in professional development activities - self-direction; participation in planning; challenge; needs-based activities; direct application to school activities; balance between input, discussion, individual activity, and reflection; effective support and funding; authoritative knowledge sources and theory; and several levels of evaluation.

The program is not currently accredited towards an academic award at QUT or in other institutions, but in terms of content, process, work involved, and outcomes it appears to meet a number of important criteria. This program again indicates the role the Consortium might play in constructing guidelines for accreditation and facilitating discussion of credit.

5.1.3 Some Criteria for Good Practice

Given the diversity of functions of professional development activities, it would be difficult to prepare a single set of criteria by which to judge quality. The earlier discussion, however, suggests criteria, some of which should always hold and others of which should be considered for particular purposes. The list below is based in part on the earlier discussion and in part on other sources, particularly *Teachers Learning* (Department of Employment, Education and Training, 1988). The criteria are grouped into six sections, in which some overlap appears unavoidable. The proposed criteria are as follows:

1. Adherence to Principles of Effective Learning

   The principles include, particularly for adults:

   - There should be opportunities for self-direction.
   - Opportunity for collaborative learning and action should be present.
   - The discourse should relate to the teachers experience and current knowledge base.
   - The activity should be optimally challenging and engaging.
   - The activity should recognise the developmental needs and/or the job-related needs of the teacher.
   - The teachers and consultants should enjoy mutual respect for the contribution each can make.

2. Balance between Top-Down and Bottom-Up Processes

- There needs to be a balance between system or employer requirements and the needs and aspirations of individual teachers or groups of teachers.
- There needs to be a balance between input from others and knowledge generated by individual or groups of teachers.
- At best, in either of these cases, the activity may transcend 'balance' and achieve integration and synthesis of the two tendencies.

3. Organisation: The Need for Adequate Planning and Design

- Teachers should be involved in the planning of the activity, both overall and sequentially.
- There should be a balance between discussion 'away from school' and action and application at the school level.
- It is increasingly recognised that professional development activities should be of sufficient duration to allow internalisation, application and reflection.

4. Adequacy of Support

- School organisation and curriculum expectations and resources should be developed simultaneously with teacher development.
- There should be opportunity and support for teachers to apply and evaluate new ideas.
- There should be adequate leadership and help with feedback and reflection, e.g. from colleagues or program personnel acting as critical friends.
- A school team is likely to be more effective in enacting principles than an individual teacher. A supportive activity group is more likely to enhance understanding than teachers working alone.

- There needs to be an adequate set of authoritative and up-to-date resources in order to allow independent inquiry.

- The location of group meetings needs to be physically attractive and comfortable and able to support group discussion as well as individual reading and inquiry.

- The most necessary resource for teachers is release from current time stresses. This implies that action oriented programs need some extra school resources to cope with the extra demands of the program.

- Quality professional development and school improvement programs are costly in terms of teachers' time, resources, and consultants. The costs need to be recognised and adequately funded.

5. Substance: The Need for Authoritative Knowledge Sources

- External consultants should have appropriate training, experience, and qualifications for the task.

- Teachers should be given access to adequate conceptual and factual knowledge and sufficient experience for them to evaluate critically their own and others' work in relation to the activity.

- The knowledge sources for the activity should be up-to-date and authoritative.

6. Evaluation

- Teachers in the program should be encouraged to assess their own work.

- Teachers should be given the option, for later accreditation, of having their work critically assessed by peers and, where desired, consultants.

- Participants should be given the opportunity to evaluate critically the activity on the aspects mentioned above.

- There should be longer term follow-up to assess the impact of the activity.

5.1.4 Using the Criteria for the Judgment of Quality

The criteria listed above may be used for several purposes, although not all criteria will apply in each case. In terms of teachers' judging the quality of activities, the above criteria may help in making choices and in providing feedback. Such criteria may also help teachers in the design of local professional development activities.

For others providing activities, including employers, higher education institutions, and private providers, the above criteria may be of assistance in both design and description of activities. Such criteria, for example, could be referred to in the description of activities for the data base.

For higher education institutions, the above criteria may serve as an initial step in deciding on the nature of accreditation (see below) offered for particular activities. Employers may similarly use the criteria for judging the value of activities for award progression purposes. For the consortium, such a list of criteria may offer a way of screening entries on the data base.

5.2 Accreditation for Higher Education Award Purposes: Case Studies and Procedures

In discussing with potential Consortium members the feasibility of accreditation arrangements, the following general principles have emerged:

1. The Consortium would facilitate, but not control, the accreditation process.

2. The accreditation of professional development activities towards higher education awards is the responsibility of the higher education institutions.

3. Teachers seeking credit for professional development would, in general, need to present a product which met agreed criteria. Possible criteria include:

   (a) Production of formal knowledge. The activity would need to result in an assessable product which may take such forms as a paper, a seminar, a videotape, or teaching materials.

(b) The product would need to include a review of relevant literature which bears on the production.

(c) The product would need to include a rationale or conceptualisation, justifying the approach taken or conclusions reached.

(d) The product would need to demonstrate quality acceptable at the level for which it was being considered. In particular, there would need to be a critical assessment by the teacher concerned.

(e) The product, or particular aspects of it, could not be offered for assessment towards credit more than once, either within the same institution, or in different institutions.

(f) Assessment of the product would be the responsibility of the higher education institution concerned, which might delegate authority for assessment.

In examining professional development activities which currently receive some recognition towards higher education awards, the working party was able to distinguish five levels of recognition by higher education institutions. These five levels, together with examples, are presented in Figure 1.

Figure 1: Matrix of levels of recognition of examples

TYPE	EXEMPLARS	
	Name of Course	Comments
1. Direct accrediting of the professional development program	(a) New South Wales - School Management Certificate - Educational Management Certificate	The Department of Education in New South Wales is currently involved in implementing its Schools Renewal Strategy. Integral to that implementation is the focus on human resource development. Seven program areas serve to identify the major areas in which training and development will be provided during 1990-1994. These two certificates are awarded by the New South Wales Education Department. Credit for academic awards is proposed.
	(b) South Australia - Early Literacy Inservice Course (ELIC) - Literacy in the Middle Years (LIMY)	The Department of Education in South Australia, through collaboration and cooperation with the South Australian College of Advanced Education, has responded to the identified needs of the system. These programs have been jointly planned and delivered by Education Department staff and the HEI staff. For ELIC and LIMY, there is a half semester unit credit of a six-unit Bachelor of Education as an ELIC accreditation. LIMY tutors were also trained in the cooperative mode. Their course was accredited as a complete Graduate Diploma by the South Australian CAE.
	(c) New South Wales - Centre for Professional Development, Lismore	The Centre for Professional Development, Lismore, offers to employees of the Education Department a number of modules. These modules are either created by teachers, as part of their professional development, or created for teachers, because of their expressed needs. The Centre, in association with the University of New England, grants credit in the following ways: (i) direct credit for students who are enrolled in Diploma, undergraduate or postgraduate courses; (ii) certificates of completion for those who participate in individual modules, but are not enrolled in courses.

TYPE	EXEMPLARS	
	Name of Course	Comments
	(d) Queensland - Centre for Learning Adjustment Difficulties (CLAD)	Students completing the course in Behaviour Management (Adjustment Program Teachers Inservice Course) at the Centre are granted credit for 20 points in Education level 2 subjects towards the Bachelor of Educational Studies at the University of Queensland.
2. Building in the program as part of a subject in a higher education course, i.e. the teacher undertakes the professional development activity plus specified extra work	(a) Queensland (QUT) - Further Literacy Inservice Project (FLIP)	A cooperatively developed 'subject' within the inservice B.Ed. will accredit participation in the FLIP course. Participants will need to maintain a log of activities, as well as present a seminar to the cohort of participants on an action research project emanating from their participation in FLIP.
3. Allowing the completion of a professional development program to replace part of the assessment in a higher education course	Queensland (JCUNQ) - FLIP - ELIC	The University accredits participation in either FLIP or ELIC by exempting students from one-third of the assessment requirements in a designated unit.
4. Granting of advanced standing to individual teachers on the basis of a portfolio of professional development activities	Queensland (Griffith University) - Overseas Teacher Exchange Report	Employees of the Department of Education in Queensland, on their return from an overseas teacher exchange, are required to submit a four-thousand word report. Griffith University will consider this report in granting advanced standing to students, in designated units.

TYPE	EXEMPLARS	
	Name of Course	Comments
5. Allowing teachers to use their professional development experience when undertaking course assignment work, or in an independent study (This type of utilisation of job-embedded professional work is a relatively common application of assessment requirements in HEI courses. However, the possibility for teachers to utilise their work as assessment applications needs to be more widely publicised and promoted.)	(a) Queensland (University of Queensland) - M.Ed. cohort	The Department of Education, in consultation with the University of Queensland, has initiated, and sponsored, two Masters cohorts for its employees. The cohorts are focusing on two 'needs' areas - professional development and curriculum. The emphasis in these Masters degrees is upon the utilisation of job embedded studies.
	(b) University of Queensland - Graduate Certificate in Education	The Department of Education, in consultation with the University of Queensland, has initiated and sponsored one Graduate Certificate in Education cohort. This cohort is focusing on a selected 'needs' area - learning. Students in this cohort are using job-embedded studies as an integral part of their assessment.

TYPE	EXEMPLARS	
	Name of Course	Comments
	(c) Tasmania - CATS	The Centre for Advanced Teaching Skills, in collaboration with the University of Tasmania, the Tasmanian State Institute of Technology and the employing authorities, establishes a series of key lectures throughout the semester. These lectures are presented as 'breakfast seminars', and are conducted in Launceston and Hobart. These seminars also have a workshop component. Attendance at the seminars is sponsored through the school budget. Participants are encouraged to pursue further course-directed studies emanating from these key lectures. Where a number of students share a common interest area, a notional study centre is established and students pursue job-embedded studies at an undergraduate or postgraduate level.

5.3 Accreditation for Salary Progress

Under the restructured teachers' award, inservice education is a criterion by which some teachers are able to gain accelerated salary progress. The new teacher salary scales consist of three bands; there are four steps in Band 1, five steps in Band 2 and four steps in Band 3.

Teachers who have less than four years of initial teacher education

Teachers who have less than four years' initial teacher education begin service in Band 1 step 1 and progress by annual increments to Band 2 step 5 and by biennial increments through Band 3 of the salary scale. Such teachers may progress by annual increments (instead of biennial increments) through Band 3 of the salary scale, by participating in accredited inservice activities. Such progression is subject to certain conditions as contained in the Teachers' Award - State:

- completion of at least 12 months' service on Band 2 step 5;
- participation in 150 hours of accredited professional development activities undertaken no earlier than 1 January

1990 to be achieved at an annual average rate of not less than 30 hours (5 days) and to be undertaken outside the hours engaged in teaching; and

- provision of a statement outlining the knowledge and skills acquired through participation in professional development.

- Applications for progression shall be made through the Principal of the school to the Coordinator of the relevant School Support Centre.

Applications shall include -

(a) certification of participation in accredited professional development activities by activity providers; and

(b) a brief statement on a standard agreed outlining the additional knowledge and skills acquired and their application in the teacher's work.

Criteria by which coordinators of School Support Centres will judge the acceptability of certain inservice activities for salary progression have yet to be established by negotiation between the employers and the teachers unions.

A teacher with two or three years' initial teacher education who completes tertiary study to achieve the status of a teacher with four years' initial teacher education will move to the salary level of a teacher with four years' initial teacher education with the same number of years of teaching experience. Such a move could be equivalent to up to four salary increments.

Teachers who have four years' initial teacher education

Teachers with four years' initial teacher education begin service in Band 2 step 1 and progress by annual increments to the top of Band 3 of the salary scale. In this progression there is no requirement for inservice education.

Advanced Skills Teachers

Access to the Advanced Skills Teacher category has not yet been finally determined. It is likely however, that access criteria will include further formal tertiary study beyond a four-year education equivalent or non-award inservice

education (in addition to any which may have been documented for progression through Band 3).

Clearing House Function of Consortium

It is appropriate that information related to professional development and salary progression be conveyed to members of the Consortium. It is envisaged that this information will include general industrial acceptability of specific professional development activities for salary progression purposes.

5.4 Data Base

It is proposed that the information provision and clearing house functions of the Consortium will be carried out largely through an electronic data base. This would be far preferable to providing data in 'hard copy' form (e.g. an annual handbook) because of the rapidity with which information in the professional development area changes. While use of computer discs would allow frequent updating of information, the most satisfactory way of providing the data would be through an on-line facility since this would allow virtually continuous updating. The technical details of setting up and maintaining such a data base will need further consideration. As envisaged by the working party, the data base would be accessible to interested users by means of a modem, personal computer and telephone.

5.4.1 Characteristics of the Data Base

The Consortium's proposed data base would include information on:

- award courses and non-award inservice teacher education courses offered by higher education institutions in Queensland and by Distance Education Centres in higher education institutions throughout Australia;

- professional development programs of a relatively formal nature offered by teacher employing authorities (including TAFE) and by private providers in Queensland;

- professional development activities offered by school support centres, regional offices and schools throughout Queensland;

- professional development activities offered by subject/professional associations and teacher unions in Queensland.

The data base would also provide information on the crediting by individual higher education institutions of particular professional development activities, cross-crediting of activities among institutions, and on pathways for crediting of professional development by employers for award progression. A more detailed list of types of information to be included on the data base is given in Appendix V.

In compiling such a data base it may well be possible for the Consortium to make use of existing data bases in written or electronic form such as those of the Department of Education's Regional Offices concerning professional development activities in a Region, the Department's JAC project, and TAFE.

The working party believes that the data base would be very valuable in that it would allow people in various parts of the education system to know what activities are being offered in other parts of the system. It is hoped that this would foster a greater amount of inter-sector involvement in professional development.

It is envisaged that the system will have a 'conferencing' facility to enable users in particular groups to communicate with one another via interactive telecommunications software.

Users would also be able to leave messages concerning any unaddressed professional development needs they may have. This would allow a continuing needs analysis for professional development in Queensland.

In order to promote, and encourage use of, the data base, the Consortium might mail to users (either personally or for example through school support centres) a regular newsletter explaining how to access the data base and indicating the types of information accessible.

5.4.2 Proposed Joint Consortium - Information Access Project Activity

The Department of Education, through the Information Access Project (IAP), has established an information system accessible to registered users, by linking a computer and a modem to a normal telephone line. Access is available via a number of options:

- local or STD telephone network;
- through Austpac; and

. through the State Government PABX.

In addition users of the Department's Dedicated Data Network (DDN) linking Regional Offices, can access the IAP from their terminals.

The IAP has the potential to provide a system which would be very easy to use for the following professional development activities of the Consortium:

. dissemination of appropriate information extracted from the Consortium data base, through the use of IAP 'text retrieval software'; and

. teacher initiated feedback and Consortium sponsored group discussion on specific topics, using new and sophisticated IAP 'conferencing software' which operates something like electronic mail, but with other features.

Negotiations with the Education Department are currently under way with the aim of using the IAP system to provide access to the data base. While costs have yet to be determined, it is anticipated that they would be acceptable to teachers and schools.

If such a joint activity with the Education Department is agreed upon, it is expected that the Consortium would assist users in terms of promotion, training and support.

The Board of Teacher Registration already has computer facilities which are linked with those of the Education Department. Negotiations are in progress for the Consortium data base to be developed and maintained on the Board's in-house computer system with regular, frequent transfer to the IAP system for access by users.

There will be an initial cost of developing the data base which should be reckoned as part of the establishment costs of the Consortium.

CHAPTER 6: FEASIBILITY STUDY: STRUCTURE AND FUNDING OF THE CONSORTIUM

6.1 Introduction

Three possible structures have been considered by the working party:

(i) Establishment of the Consortium as a new statutory authority with its own accommodation, staff and resources. While this would perhaps enhance the status and recognition of the body, this possibility has been the least favourably received by those with whom the working party has consulted. It was seen as potentially involving greater delays in establishment, and as being less flexible than other options.

(ii) Setting up of the Consortium under the aegis of an existing body such as the Board of Teacher Registration. Although more favourably looked on than the previous possibility, this was seen as having the disadvantage of the Consortium being closely associated with a single body.

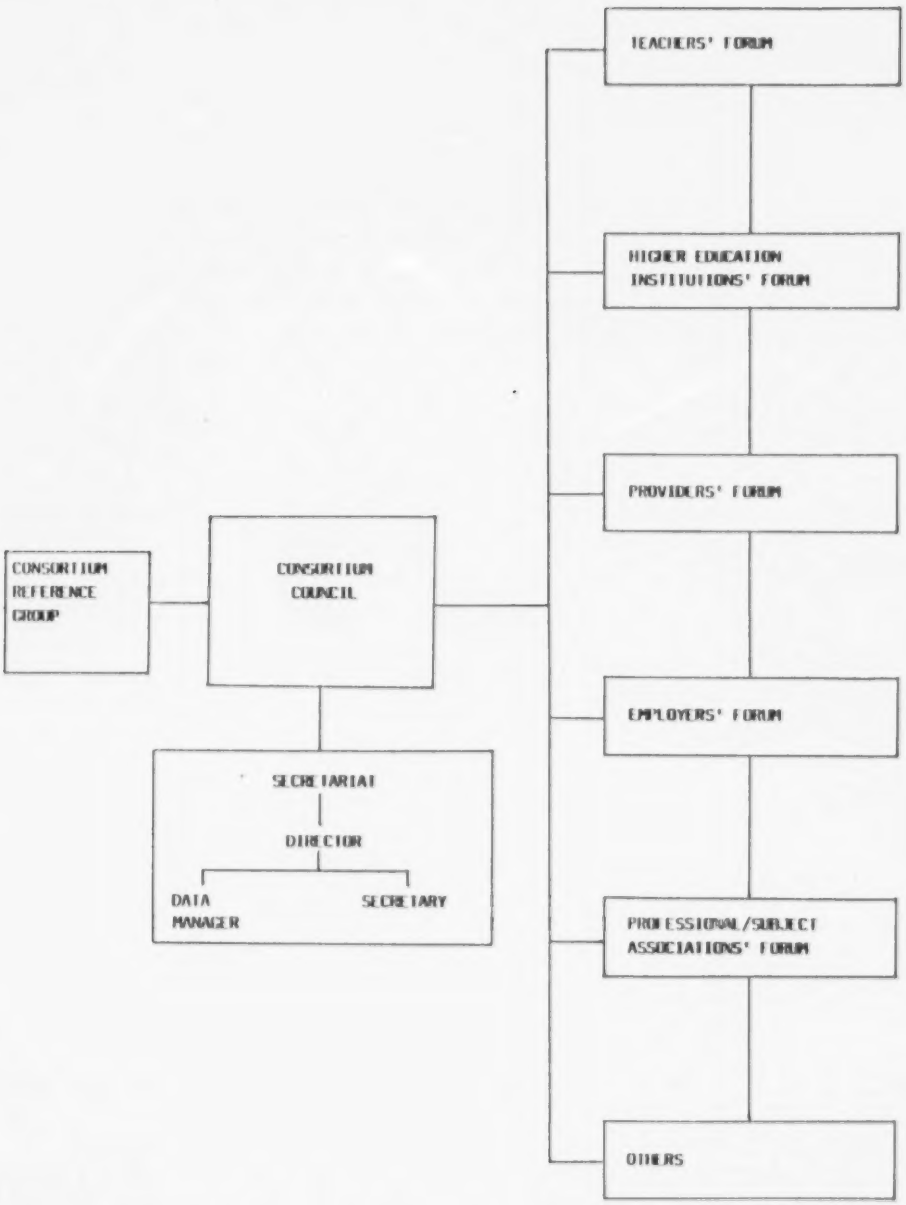
(iii) Establishing the Consortium as a separate, free-standing group, possibly with eventual legal incorporation as a non-profit making body, which would allow a sense of ownership by all member groups. (Incorporation may be desirable/necessary from the viewpoint of employing a staff; alternatively, the staff could be seconded from existing bodies, or through the Public Service.)

The third of the possible structures listed above was seen by those consulted as the most desirable alternative and is the one recommended by the working party.

6.2 Proposed Structures

The proposed structure of the Consortium is shown diagrammatically in Figure 2.

Figure 2: Proposed Organisational Structure



6.2.1 The Queensland Professional Development Consortium

The Consortium will be made up of the following groups, all of which have a major role, or interest, in teacher development:

- major teacher employing authorities and associations (Department of Education, Department of Employment, Vocational Education and Training and Industrial Relations, Catholic Education Commission, Association of Independent Schools of Queensland, Association of Christian Schools, Creche and Kindergarten Association);

- higher education institutions;

- teacher organisations (Queensland Teachers' Union, Queensland Association of Teachers in Independent Schools, Queensland Professional Officers' Association,
  subject or other professional associations in education which are actively involved in inservice education of teachers);

- parent/community groups (e.g. Queensland Council of Parents and Citizens Associations, Federated Parents and Friends Associations of Queensland, Independent Parents and Friends Council, Isolated Children's Parents' Association);

- the Board of Teacher Registration;

- other bodies with an interest in teacher professional development (e.g. the Board of Senior Secondary School Studies).

6.2.2 The Consortium Reference Group

Representatives of the above groups will form a Reference Group which might be expected to meet once or twice a year.

In selecting representatives, it would be hoped that attention would be given to ensuring that different types or levels of education (e.g. early childhood, primary, special, secondary) and different areas of the State are represented. The Consortium Council would have the power to invite additional members if representation was seen to be imbalanced.

As the Reference Group would be such a large group and cannot be properly representative without being even larger, it is proposed that its role be advisory only.

This Reference Group will enhance the collaborative processes necessary for:

- the communication of information relating to the availability of professional development opportunities;
- the establishment of needs in professional development
- the rationalising of professional development offerings;
- negotiating credit towards salary enhancements and higher education awards.

6.2.3 The Consortium Council

The Consortium Council will comprise representatives of the major stakeholder groups in the Consortium as follows:

- one representative of higher education institutions;
- one representative of the Department of Education as the major teacher employing authority;
- one representative of non-government teacher employing authorities;
- one representative of the Queensland Teachers' Union (representing teachers employed by the Department of Education);
- one representative of other teacher unions, representing non-government school teachers;
- one representative of other teacher professional subject associations; and
- the secretariat's director (see below) on an ex officio basis.

It is envisaged the professional/subject associations would be able to use their association through the Brisbane Education Centre to select a representative.

The Council would be responsible for matters such as establishing policy, setting priorities, allocating resources, appointing staff and setting fees.

6.2.4 Special Forums

It is envisaged that other more specialised working groups or forums might be formed from particular interest groups of constituents. For example, there might be a Providers' Forum, an Employers' Forum, a Cross-Crediting or Higher Education Institutions' Forum, a Professional Associations' Forum and a Needs or Users' Forum (perhaps with subgroups focusing on individual teachers, on schools, or on systems).

6.3 Management

The Consortium Council would oversee the operations of the Consortium. This group would meet regularly (e.g. monthly) for this purpose.

The Consortium Council will be responsible for the appointment and direction of a secretariat as described below.

6.3.1 Secretariat

A secretariat with a staff of three will carry out the operations of the Consortium:

- a director at a suggested salary level of approximately $55,000 p.a.;
- a data manager at a suggested salary level of approximately $40,000;
- an executive secretary at a suggested salary level of approximately $25,000. It may be possible to make this a part-time position after the data base has been established.

When 'on-costs' of 20 per cent (including payroll tax and superannuation) are taken into account, the cost of employing this staff would be in the order of $144,000 p.a.

Suggested statements of duties for the three proposed positions on the Consortium staff appear in Appendix VI.

6.4 Location

The Working Party has considered various possible locations for the Consortium, including Education House, a school with spare classrooms, Bardon Professional Development Centre, a higher education institution, and the building in which the Board of Teacher Registration is located in Toowong. All except the last of these possibilities have the disadvantage of being associated with a particular employing authority or sector. While a school location may have the advantage of proximity to actual professional development activities, there would be a number of other disadvantages in such a location. Space in a school would require considerable refitting for such a purpose, leading to greater establishment costs, and may entail problems to do with noise, security and lack of privacy.

There would appear to be significant advantages in the Consortium's being located in the same building as the Board of Teacher Registration. For those in the metropolitan area, Toowong is a reasonably central and easily accessible location. Office space in Sherwood House is available on floors adjacent to those used by the Board. It is suggested that the Consortium would need to lease approximately 60 square metres for offices for its staff, storage, and a reception area.

The Board would be willing to make certain of its existing facilities available to the Consortium (e.g. conference room, staff room, facsimile and photocopying machines, library, provision of backup staff when necessary, sharing of telephone lines, sharing of computing facilities), thus considerably reducing potential capital and operating costs to the Consortium.

6.5 Budget and Funding

Even with the savings incurred by location adjacent to the Board of Teacher Registration, it is envisaged that the Consortium's operating costs, excluding salaries, would be in the order of $110,520 p.a. This includes rental, building services, office supplies, telephone, stationery, publications and postage, and meeting expenses. When this is combined with salaries and on-costs of employing the three staff members, the Consortium would require approximately $255,000 p.a. In addition, there would be costs of approximately $30,000 to cover furnishings and partitions, installation of phone lines, purchase of personal computers, printer and modem, the initial setting up of the data base and establishment of a petty cash fund. Details of budget estimates appear in

Appendix VI. Estimated costs for the first financial year of operation amount to approximately $285,000.

The working party suggests that funding for the first financial year, seen as establishment funding, be sought from the Commonwealth Department of Employment, Education and Training and the Queensland Minister for Education.

It is suggested that Consortium members should be invited to meet ongoing costs in the following way:

- registered teachers to contribute through a $1 levy on the annual registration fee (it should be noted that registered teachers would also be making a contribution through the Consortium's use of the established infrastructure of the Board of Teacher Registration);

- each teacher employing authority to contribute in the form of a levy of $4 per teacher employed by the authority concerned;

- each Queensland higher education institution to contribute in the form of a levy of $20 per EFTSU of enrolments in post-initial teacher education courses.

A financial contribution from all Consortium members is seen as desirable in terms of commitment to the Consortium notion and therefore preferable to funding by one member such as the Department of Education. Contributions in kind (e.g. provision of a seminar venue, making available staff time for particular purposes) may also be made.

Other possible sources of ongoing funding, such as the Commonwealth government, the Queensland Tertiary Education Foundation and philanthropic foundations or private companies (e.g. MIM), should be investigated by the Consortium Council. It is also envisaged that professional development providers who are not members of the Consortium could be charged a fee for having information on their courses entered into the data base.

CHAPTER 7: RECOMMENDATIONS

The working party recommends:

7.1 **Establishment**

. that a Queensland Professional Development Consortium of major players in the field of teacher professional development be established as an autonomous body;

7.2 **Functions**

. that the functions of the Consortium be as follows:

Collaboration between parties

1. To promote and facilitate ongoing collaboration in the planning and implementation of teacher professional development in Queensland.

2. To promote and encourage identification and discussion of professional development issues and models which address the needs of the education community.

Recognition of activities for formal awards

3. To promote:

   (i) recognition of teacher professional development activities for credit towards formal higher education awards;

   (ii) cross-crediting arrangements for award inservice courses

   through discussions between higher education institutions and other professional development providers and by disseminating information on such arrangements.

Provision of Information on Career Progression

4. To provide information on criteria used by employing authorities for the value given to professional development activities in salaries progression.

Access to Information on Activities

5. To act as a clearing house for information about inservice teacher education provision and current credit arrangements.

. that these functions be supported by the following ancillary activities of the Consortium:

- Gathering information on developments in inservice teacher education within Queensland as well as interstate and overseas with a view to identifying innovations and inservice teacher development needs.

- Maintaining contact with personnel involved in professional development initiatives and bodies in other States and in national forums.

- Developing and maintaining a data base of abstracts of the literature on professional development.

- Promoting and disseminating research on the effectiveness of various types of inservice provisions for teacher development.

7.3 Membership

. that the members of the Consortium be the following bodies:

(a) Queensland teacher employing authorities

. Department of Education
. Catholic Education Commission
. Association of Independent Schools of Queensland
. Association of Christian Schools
. Department of Employment, Vocational Education and Training and Industrial Relations
. Creche and Kindergarten Association

(b) Queensland higher education institutions

- Queensland University of Technology
- Griffith University
- University of Queensland
- Australian Catholic University, Queensland
- Christian Heritage College
- University College of Southern Queensland
- University College of Central Queensland
- Gold Coast University College of Griffith University
- James Cook University of North Queensland

(c) Queensland teacher associations

- Queensland Teachers' Union
- Queensland Association of Teachers in Independent Schools
- Queensland Professional Officers' Association
- Subject or other professional associations actively involved in inservice teacher education

(d) Queensland parent and community groups

- Queensland Council of Parents' and Citizens' Associations
- Federation of Parents' and Friends' Associations of Queensland
- Independent Parents' and Friends' Council of Queensland
- Isolated Children's Parents' Association (Queensland Council)

(e) Queensland Board of Teacher Registration

(f) Other bodies with an interest in teacher professional development (e.g. the Board of Senior Secondary School Studies)

7.4 Structure

that the structure of the Consortium include:

- a Consortium Reference Group with responsibilities as outlined in 6.2.2, consisting of one representative of each of the above-named authorities, institutions, teacher organisations and parent groups, except in the case of the Queensland Department of Education and the

Queensland Teachers' Union which would be entitled to three representatives each;

. a Consortium Council with responsibilities as outlined in section 6.2.3 and 6.3 above, consisting of seven representatives as follows:

  - one representative of Queensland higher education institutions
  - one representative of the Queensland Department of Education
  - one representative of other teacher employing authorities
  - one representative of the Queensland Teachers Union
  - one representative of other teacher unions in Queensland
  - one representative of teacher professional associations
  - the secretariat's director (ex officio)

. a secretariat consisting of:

  - a director
  - a data manager
  - a secretary

. various member forums including, for example:

  - a higher education institutions' forum
  - a providers' forum
  - an employers' forum
  - a professional associations forum
  - a teachers' forum
  - other forums as determined by need.

7.5 Location

. that the Consortium be located in Sherwood House, Toowong, renting approximately 60 square metres of floor space.

. that the Consortium use infrastructure facilities of the Board of Teacher Registration, as identified in the report of the working party, as far as possible.

7.6 Establishment Funding

. that, to meet the estimated establishment costs for the Consortium of $285,000 in the financial year 1991/92:

- the Commonwealth Department of Employment, Education and Training be approached to provide special funding;

- the Board of Teacher Registration support the establishment of the Consortium (on behalf of teachers) through the provision of infrastructure services;

- the Queensland Minister for Education be approached for special funding;

- the Department of Education be approached for support in the initial establishment of the Professional Development data base.

7.7 Ongoing Funding

. that Consortium members be invited to contribute funds towards the operation of the Consortium in the following way:

- registered teachers: $1 each

- teacher employing authorities: $4 per teacher

- higher education institutions: $20 per EFTSU of enrolments in post-experience award courses in Education;

. that the Consortium Council seek funding from other sources to supplement funds obtained in the above way.

7.8 Operations

. that the Consortium establish an on-line electronic data base containing information such as professional development courses and activities for teachers, accreditation requirements, information about teacher professional associations, industrial requirements related to professional development, and abstracts of the literature on professional development.

. that the data base have an interactive facility which enables user feedback and contact among users.

. that the data base be capable of continuous updating.

7.9 **Timeline for Implementation**

. that the following timeline for establishment of the Consortium be adopted:

1. The Proposal to be submitted to the members of the Consortium for ratification by Friday, 24 May 1991.

2. Appointment of Consortium Council as representatives of the nominated groups to be confirmed by 21 June 1991.

3. First meeting of Consortium Council to be held by 5 July 1991; agenda to include election of chairperson.

4. Setting up of data base to begin in July 1991.

5. Establishment funding to be secured by 1 July 1991.

6. Leasing of additional space in Sherwood House and furnishing thereof to be completed by 1 July 1991.

7. Consortium staff to be appointed by 1 August 1991.

8. Consortium to be fully operational by 1 January 1992.

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APPENDIXES

Appendix I: Report of meeting to discuss the possible establishment of a Queensland Professional Development Consortium, held at Board of Teacher Registration office on 20 August 1990.

Appendix II: Membership of the working party.

Appendix III: Terms of reference for the working party.

Appendix IV: Consultants to working party.

Appendix V: Types of information to be included in data base.

Appendix VI: Duties, abilities, qualifications and experience required of Consortium secretariat staff.

Appendix VII: Budget Estimates.

APPENDIX I

BOARD OF TEACHER REGISTRATION

REPORT OF MEETING TO DISCUSS THE POSSIBLE ESTABLISHMENT OF A QUEENSLAND PROFESSIONAL DEVELOPMENT CONSORTIUM

HELD AT THE BOARD OF TEACHER REGISTRATION OFFICE ON 20 AUGUST 1990

1. Introductory Comments

The meeting was convened by the Board of Teacher Registration to explore with all Queensland organisations having an interest in the professional development of teachers the possibility of establishing a Queensland Professional Development Consortium. A proposal providing background to the issue and suggesting membership and functions of the Consortium had been sent with a letter of invitation to the meeting to the heads of all Queensland higher education institutions, major teacher employing authorities, teacher unions, selected subject associations, and parents and friends councils. A list of those who attended is attached. The meeting was chaired by Professor Phil Meade, Dean, Division of Education at Griffith University and a member of the Board of Teacher Registration and its Professional Education Committee.

After participants had been welcomed and had introduced themselves, the Chairman recapitulated the background to the Board's proposal and noted that the Board was prepared to host the Consortium, at least for an interim period. Major problems in the area of teacher inservice education were highlighted, including those pertaining to the granting of credit across institutions, credit for non-award activities and collaboration among institutions in the mounting of courses. It was commented that past efforts to overcome such problems had not been entirely successful. The aim of the Consortium proposal was to further the process of information-sharing and rationalisation concerning teacher inservice education. It was emphasised that there was no intention to compel or to control those involved.

Participants were then invited to comment on the proposal.[1] Dr Thomas (Queensland University of Technology) commented that a QUT working party set up to consider the proposal had been concerned at what they saw as a threat to institutional autonomy in the Consortium proposal. They had perceived the Consortium as being a formal, long-term, controlling body, not as the informal interim body without a control function that was intended by the Board.

Professor Porter (University of Queensland) remarked that similar concerns to those mentioned by Dr Thomas had been voiced by University of Queensland staff members. While there was support for the idea of a clearing house for information exchange, it was strongly felt that decisions on credit arrangements must remain with individual institutions.

It was reported by Professor Smith (James Cook University of North Queensland) that staff members at James Cook University had thought it inappropriate for the Board's Professional Education Committee to act as a reference group for the Consortium, as suggested at paragraph 18 (p. 5) of the proposal. Instead, the Board might set up a special group for this purpose. Professor Smith considered that it would be useful for all institutions to establish cooperatively and collaboratively guidelines for granting of credit for inservice education provided outside higher education institutions.

At present, negotiations between individual institutions and the Department of Education on credit for non-award activities were being hindered by institutions' lack of knowledge about other institutions' policies in this area.

Mr Topley (Griffith University) considered the proposal paper needed to be developed and couched in much more concrete terms defining more clearly the extent of activity to be undertaken and incorporating more persuasive argument. He suggested the proposal could be linked to the paper by NBEET on credit transfer. Contrary to the concerns voiced by other participants over possible infringement of institutional autonomy, Mr Topley pointed out that some institutions were moving towards the granting of global credit for outside activities. Institutions should be prepared to consider innovative structural possibilities such as cooperative

[1]N.B. A small number of the organisations/institutions invited to the meeting had forwarded written comments on the Consortium proposal. These are summarised in an attachment to this report.

arrangements with other providers. Professor Porter responded that while her institution currently gave credit for a wide range of outside activities, this was done on an individual basis, not according to a blanket rule.

Mr O'Brien (Queensland Association of Teachers in Independent Schools) made the point that professional development was now linked to incremental progression for teachers and was essential for a range of teachers' professional roles. There was a need for coordination and recognition of professional development across the board. Higher education institutions should take up more responsibility in this area. Mr O'Brien said QATIS strongly supported the general thrust of the Consortium proposal and would not wish to see it thwarted through inter-group rivalry.

The comment was made by Assoc. Prof. Mahony (Griffith University) that this proposal provided an important opportunity for higher education institutions to collaborate with their colleagues in the inservice area. There was currently an emphasis in OECD countries on education and on collaboration in education; countries could no longer afford the previous atomisation of effort.

Ms Smith (Science Teachers Association of Queensland) commented that teachers undertook inservice activities that were relevant to them, regardless of whether or not they would obtain credit for them. However, Ms McFarlane (Queensland Teachers' Union) was of the view that the notion of credit was becoming increasingly important to teachers due to the implications of the restructured industrial award.

2. <u>Possible Action</u>

At this point, the Chairman directed the meeting to consider steps that should now be taken in regard to the proposal.

Mr Topley suggested that, given the present lack of clarity about a desirable long-term direction, it may be appropriate to invite the Board to host a Consortium for, say, 8-12 months. During this time, a number of matters should be addressed by higher education institutions in particular, viz.:

. the need to deal with the development needs of a mobile profession in a way that allows individuals to determine their own professional development;

- the development of general statements of structure for credit, e.g. the identification of groups of subjects/units that could be taken in certain zones to allow movement to existing degree awards;

- the development of general parameters and sample courses for a new award, outside the structures of existing institutions, that would allow the putting together of subjects from various higher education institutions;

- the recognition of workplace and employer-provided inservice activities;

- consideration of whether some or all higher education institutions could take a particular role in the development or shared development of workplace inservice activities.

Mr Topley further suggested that a working party of three people (representatives of higher education institutions, employing authorities and teacher unions) be established to negotiate with employing authorities and higher education institutions on the above matters and to develop concise principles and examples. Such a working party might be asked to report after, say, 3-4 months.

A number of participants indicated support for this idea. The Board of Teacher Registration Director stated that the Board would be prepared to provide executive support for such a working party. He added that, should it ultimately be decided to establish a longer-term mechanism (whether a consortium or some other group) for the coordination of inservice education, the Board could provide a meeting place and secretariat support. This was an appropriate role for the Board as a professional body.

The Chairman sought and obtained the general support of the meeting for the notion of establishing a three-member working party supported by the Board of Teacher Registration to work on the matters outlined above over a 3-4 month period.

3. **Establishment of a Working Party on Collaboration in Inservice Teacher Education**

Discussion ensued as to the appropriate membership of the working party. Various suggestions were made, including the following: inclusion of at

least one representative of non-State employing authorities, inclusion of representatives of both major teacher unions, and inclusion of persons with an understanding of the major issues involved in the area (e.g. a member of a subject association who was familiar with the problems of trying to have credit granted for non-award activities such as ELIC).

It was agreed that for reasons of group dynamics, the working party should be kept small (i.e. three people) but that it should be highly consultative so that all relevant groups could have the opportunity for involvement. There was also agreement that the persons chosen should have expertise relevant to the task in hand rather than simply being representatives of particular organisations in the employer, union and higher education institution stakeholder groups.

Given the amount of consultation that would be necessary, it was seen as desirable for working party members to be released by their organisations on a full-time or substantial part-time basis to carry out the working party's tasks. The actual time commitment expected of working party members was seen as a matter to be negotiated with the individuals and organisations concerned. The members could, it was suggested, be involved differentially according to their other commitments. A commitment of two days per week was mentioned as a possibility.

It was suggested that one organisation in a stakeholder group might provide a working party member on this basis with other organisations in the group contributing funds to help cover the working party's costs. The meeting agreed that Dr Thomas, as President of the Deans of Education Forum (Qld) should nominate a representative of higher education institutions to serve on the working party; that Mr Dwyer (Department of Education) should consult with senior staff members of the Department of Education and other employing authorities concerning a representative of employing bodies; and that Mr O'Brien and Ms McFarlane would initiate consultations between their unions in order to arrive at a teacher representative for the working party.

Discussion then turned to the task of the working party. This was seen as <u>not</u> being to undertake the functions proposed for the Consortium, but rather to clarify the role of the proposed Consortium and to consult with interested parties to test the feasibility of the proposal. While it was suggested that the working party might investigate teachers' needs in regard to inservice education, Mr Dwyer pointed out that the Department had this year undertaken an extensive survey of teachers' professional

development needs and was now following this up with a consideration of delivery structures.

Another suggestion was that the working party might compile information on professional development activities currently available to teachers through higher education institutions, teacher employing authorities, professional associations and private business. However, comprehensiveness in such a task was thought to be unfeasible given the proposed duration of the working party. The Board of Teacher Registration Director intimated that the Board could perhaps undertake a survey of current offerings; such information could be helpful even if not initially comprehensive. A listing of activities currently available was also seen as too conservative an approach for the working party. Rather, a preferable approach would be to explore possible organisational structures and processes for recognition of inservice activities, while keeping in mind that these structures and processes should be flexible enough to cater for ongoing developments in the professional development area.

A major task of the working party was seen to be the clarification of the dimensions of the professional development problem being addressed and the provision of the specific data that would convince the various stakeholders of the need for a collaborative mechanism and would enable the development of appropriate structures. It was seen as appropriate for the working party to address the matter of criteria to be used in decisions regarding credit for professional development activities. It was suggested that the working party should also consider whether the Board or its Professional Education Committee should act as a reference group for any eventual consortium or other body, or whether this function should be performed by some other group.

Participants considered a set of proposed terms of reference for the working party drafted by Mr Topley during the course of the meeting. With minor modifications, Mr Topley's suggested terms of reference were accepted.

It was agreed that the working party should report to the group of representatives gathered at the present meeting, rather than to the Board. The present group would therefore need to reconvene later in the year to consider the working party's report.

As mentioned above, Mr Dwyer, Dr Thomas and Mr O'Brien and Ms McFarlane agreed to consult with their colleagues in order to provide

names of appropriate representatives of the three stakeholder groups to form the working party. It was agreed that upon being advised of the names of appropriate persons, the Chairman and Director of the Board of Teacher Registration together with the Chairman of the current meeting would act executively to launch the working party. On its establishment, the working party would be briefed by the Board of Teacher Registration Chairman. The budget of administrative arrangements for the working party would be handled by the Board of Teacher Registration Director.

Participants were invited to take up with their organisations the matter of funding for the working party. The Board of Teacher Registration Director indicated that the Board could fund the cost of a visit by the working party to each of the non-metropolitan centres with higher education institutions in Queensland (Rockhampton, Townsville and Toowoomba).

Resolved:

1. (a) that a small working party be established with terms of reference as set out below;

   (b) that the working party consist of three members, being one representative each of Queensland teacher employing authorities, Queensland higher education institutions and Queensland teacher associations;

   (c) that the working party be financed by funds contributed by the various organisations and institutions represented at the present meeting;

   (d) that the working party be requested to complete its report by 30 November 1990;

2. that the terms of reference for the working party be as follows:

   The general function of the working party is to recommend arrangements involving higher education institutions, employing authorities and teacher professional and industrial entities, which provide for teachers and other educators/trainers the opportunity to achieve higher education awards by drawing on: courses (subjects) undertaken at other Queensland and nearby higher education institutions; structured workplace development and training

activity; and other developmental activities by professional, industrial and like bodies.

The working party is to:

(a) consult with interested parties on the nature and extent of problems involved in the coordination of inservice education;

(b) develop a rationale for establishing a body such as a Queensland Professional Development Consortium;

(c) define the functions of such a body.

As well as making concrete recommendations for arrangements, the working party is to advise on their probable acceptability by the interested parties.

The working party will report to a meeting of representatives of stakeholder groups (see attached list) and use it as a discussant-reference body.

The working party is to give particular consideration to these matters:

- the need to cope with the professional and geographic mobility of teachers;

- the possibility of developing in each higher education institution a general, published structure of courses which, if included in a small number of modules, will allow students to qualify for an award of that institution - choice should be broad and thematic; only a very small percentage of teachers should require individual consideration of their position;

- the possibility of having some or all higher education institutions accept a general structure for one award, which may be made up of a choice from courses from all/many institutions to form thematic modules - the one named award to be available from all the participating institutions;

- the means by which workplace, employer or other professional development experience (e.g. as provided through training levy legislation) can be given standing recognition by:

  (a) higher education institutions as part of one or both of the academic awards addressed in the two preceding subparagraphs; and

  (b) employers and unions as part of restructured industrial awards;

- the adoption of encouraging administrative arrangements to enable individual access to awards along the above lines;

- means of making access information clearly available to the catholic client group.

SUMMARY OF WRITTEN COMMENTS ON CONSORTIUM PROPOSAL

Written responses were received from the following organisations and institutions:

- Queensland Catholic Education Commission
- McAuley College
- University College of Central Queensland
- Queensland University of Technology
- Christian Schools Association.

General

All support general thrust of promoting teacher professional development but QUT does not think a State-wide consortium is way to go.

Suggested membership

- Too unwieldy to have all subject/professional associations involved - need alternative mechanism to consult these groups (QCEC).

- Unrealistic (too large) - may need other forms of consultation (McA).

- Employing authorities may expect to have a stronger presence (McA).

- Cannot adequately represent all special groups (e.g. teachers of minority groups, Aboriginal and Torres Strait Islander teachers) (QUT).

Status

- May need State Government recognition (UCCQ).

- Could function within umbrella of BTR rather than as separate body (UCCQ).

Role

- Development of Guidelines for Credit Recognition and facilitation of offerings - intent needs clarification: Consortium not to take on an advocate role for any individual? (QCEC)

- Each institution to retain autonomy and decide for itself re credit (UCCQ, QUT).

- Bachelor of Education places - should consider putting pressure on Minister for greater allocation of resources to Bachelor of Education (UCCQ).

- Appropriate that it not control development of inservice programs but act as a forum, coordinator and resource (CSA).

Support

- The planning and negotiations required re facilitating inservice offerings may require support from a secretariat - if so, how funded? (QCEC)

Structure

- Centralised structure not appropriate - regionalised would be preferable (cf. Department's devolution of authority to Regions, existence of regional inservice committees) (QUT).

- However, may be a role for State-wide 'clearing house' for ideas (QUT).

Title

- Does not refer to teaching/education (CSA).

- 'Consortium' may not be appropriate - refers to <u>temporary</u> cooperation (UCCQ).

BOARD OF TEACHER REGISTRATION

MEETING TO DISCUSS POSSIBLE ESTABLISHMENT OF A QUEENSLAND PROFESSIONAL DEVELOPMENT CONSORTIUM

20 AUGUST 1990

List of Participants

Higher education institutions

Mr Bob Pearson, Christian Heritage College
Mr John Topley, Griffith University
Assoc. Prof. David Mahony, Griffith University
Professor Richard Smith, James Cook University
Dr Alan Doring, McAuley College
Dr Paul Thomas, Queensland University of Technology (Kelvin Grove)
Dr Lewis Larking, University College of Central Queensland
Dr Geoff Bull, University College of Southern Queensland
Professor Paige Porter, University of Queensland
Dr Bob Elliott, Queensland University of Technology (Carseldine)

Employing authorities

Mrs Lorrie Maher, Association of Independent Schools of Queensland
Mr John Dwyer, Queensland Department of Education
Mr Trevor Schramm, Queensland Department of Education
Mr Kerry Kreis, Bureau of Employment, Vocational and Further Education and Training
Mr Robert Herschell, Christian Schools Association
Ms Merle Hammond, Creche and Kindergarten Association of Qld

Teacher unions

Ms Lesley McFarlane, Queensland Teachers' Union
Mr Peter O'Brien, Queensland Association of Teachers in Independent Schools

Parent/community associations

Mr Leo Dunne, Federation of Parents and Friends Associations of Queensland

Subject associations

Ms Barbara Clarke, Modern Language Teachers' Association of Queensland Inc.
Ms Lenore Ferguson, English Teachers Association of Queensland
Ms Debra Smith, Science Teachers Association of Queensland

Board of Teacher Registration

Mr Neville Fry, Director, Board of Teacher Registration
Miss Merline Muldoon, Chairman, Board of Teacher Registration
Professor Phil Meade, Griffith University
Mr Daryl Hanly, Department of Education
Mrs Jill Manitzky (Secretariat)
Ms Debra Cunningham (Secretariat)

Apologies were received from:

Mr Bill Yarrow, Professional Officers Association
Mrs Barbara White, Board of Teacher Registration
Mr Garry Everett, Queensland Catholic Education Commission

The Independent Parents and Friends Council of Queensland and the Queensland Council of Parents and Citizens Associations had also been invited to send representatives to the meeting.

APPENDIX II

MEMBERSHIP OF THE WORKING PARTY

The working party consisted of:

Representative of HEIs

Professor G.T. Evans,
Professor of Education,
Department of Education,
University of Queensland

Representative of teacher employing authorities

Mr D.J. Hanly,
Principal,
Kelvin Grove State High School

Representative of teacher unions

Ms L.L. McFarlane,
Assistant Secretary - Research,
Queensland Teachers' Union

Assistance was provided by

Mr N.H. Fry,
Director,
Board of Teacher Registration

Ms D.K. Cunningham,
Senior Education Officer
(Professional Education and Review),
Board of Teacher Registration

APPENDIX III

TERMS OF REFERENCE FOR THE WORKING PARTY

The general function of the working party is to recommend arrangements involving higher education institutions, employing authorities and teacher professional and industrial entities, which provide for teachers and other educators/trainers the opportunity to achieve higher education awards by drawing on: courses (subjects) undertaken at other Queensland and nearby higher education institutions; structured workplace development and training activity; and other developmental activities by professional, industrial and like bodies.

The working party is to:

(a) consult with interested parties on the nature and extent of problems involved in the coordination of inservice education;

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(c) define the functions of such a body.

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- the adoption of encouraging administrative arrangements to enable individual access to awards along the above lines;

- means of making access information clearly available to the catholic client group.

APPENDIX IV

CONSULTANTS TO WORKING PARTY

Ms Maree Barton, Human Relationships Education Consultant, Brisbane-North Region, Queensland Department of Education
Ms Kay Bishop, Queensland History Teachers Association
Mr John Brazier, Inservice Coordinator, Darling Downs Regional Office, Queensland Department of Education
Mr Bill Brown, Inspector, Brisbane-South Region, Queensland Department of Education
Mr Jim Butler, Senior Lecturer, Department of Education, University of Queensland
Mr Geoff Bull, Coordinator, PACT Centre, University College of Southern Queensland
Ms Gay Burgess, Early Childhood Teachers Association
Mr Clyde Campbell, Inspector of Schools, Brisbane-North Region, Department of Education
Mr Rod Campbell, Treasurer, Australian Reading Association
Mr David Carpenter, Education Officer, Learning Technology Services, Department of Education
Mr John Carroll, Coordinator, Job and Course Explorer Project, Guidance and Counselling Services, Queensland Department of Education
Ms Valda Chorlton, Teacher-in-Charge, Early Childhood Resource Centre, Brisbane-North Region, Department of Education
Mr Ron Cogill, Acting Assistant Director, Central Regional Office, Queensland Department of Education
Mr Paul Conway, Lecturer, McAuley College
Ms Claire Courtney, Manager, Education Policy and Services Section, Commonwealth Department of Employment, Education and Training
Professor Alan Cumming, Dean (from 1991), Faculty of Education, Queensland University of Technology
Mr Alan Cunningham, Lecturer, Division of Education, Griffith University
Mr Ron Daniels, Peninsula Region, Queensland Department of Education
Dr Neil Dempster, Senior Lecturer, Department of Education Studies, Division of Education, Griffith University
Mr Denis Doherty, Inservice Coordinator, Catholic Education Office, Rockhampton

Dr Allan Doring, Senior Lecturer and Primary Preservice Course Coordinator, McAuley College

Mr Ron Dunglison, Executive Director (Educational Staffing), Bureau of Employment, Vocational and Further Education and Training

Mr Leo Dunne, Executive Officer, Queensland Federation of Parents and Friends Associations

Mr John Dwyer, Chief Inspector, Queensland Department of Education

Mr Ron Elms, Lecturer, Division of Education, Griffith University

Ms Beryl Evans, Senior Lecturer, School of Teacher Education, Queensland University of Technology (Kelvin Grove)

Dr Murray Evans, Principal, Somerville House, representing the Association of Independent Schools of Queensland

Mr Garry Everett, Executive Secretary, Queensland Catholic Education Commission

Ms Lenore Ferguson, English Teachers Association

Mr Bill Foster, Senior Lecturer and Continuing Education Coordinator, McAuley College

Ms Pam Gilbert, Acting Dean, School of Education, James Cook University of North Queensland

Mr Shane Groth, Vice-President, Queensland Teachers' Union

Mr Rob Herschell, School of Teacher Education, Christian Heritage College

Mr Alan Himstedt, Acting Director, Hooper Education Centre, Brisbane-North Region, Queensland Department of Education

Mr Ted Hobbs, Research Services, Queensland Department of Education

Ms Trish Hodgson, General Secretary, Queensland Association of Teachers in Independent Schools

Ms Althea Hurwood, Inservice Coordinator (Primary), Queensland Department of Education

Professor Graeme Jones, Director, Gold Coast University College of Griffith University

Mr Matthew Jones, Computer System Administrator, Board of Teacher Registration

Mr Eugene Kaminsky, Lecturer, McAuley College

Mr Daryl Kane, Inservice Coordinator, North-West Regional Office, Queensland Department of Education

Mr Joe Kelly, Director of Education, Commonwealth Department of Employment, Education and Training

Ms Mary Kelly, President, Queensland Teachers' Union

Professor Kerry Kennedy, Dean, School of Education, University College of Southern Queensland

Mr Paul Kidston, Coordinator, Literacy Projects Centre, Milton State School, Queensland Department of Education

Assoc. Prof. Zbys Klich, Acting Dean, School of Education, University of New England (Northern Rivers)
Mr Jeff Krause, Special Programs Officer, Central Regional Office, Queensland Department of Education
Mr Kerry Kreis, Manager, Professional Development, Department of Employment, Vocational Education and Training and Industrial Relations
Mr Lloyd Lacey, Manager, Learning Technology Services, Queensland Department of Education
Mr Lloyd Logan, Lecturer, Department of Education, University of Queensland
Ms Lyn Lominga, Associate Director (Early Childhood), Division of Schools, Queensland Department of Education
Mr Bob Lowry, Education Officer, Learning Technology Services, Queensland Department of Education
Dr Roy Lundin, Coordinator, Communication and Information Technology, Queensland University of Technology
Mr Joe McCorley, Director, Catholic Education Office, Rockhampton
Mr Peter McDonald, Director, Central Regional Office, and Acting Assistant Director-General (Studies), Queensland Department of Education
Mr Scott McKenzie, Inservice Coordinator (Secondary), Queensland Department of Education
Dr Marilyn McMeniman, Senior Lecturer, Division of Education, Griffith University
Mrs Lorrie Maher, Education Officer, Association of Independent Schools of Queensland
Mr Mike Maher, Supervisor of Studies, Central Regional Office, Queensland Department of Education
Mr John Mahon, Director, Catholic Education Office, Toowoomba
Assoc. Prof. David Mahony, Division of Education, Griffith University
Mr Jaak Mardiste, Inservice Coordinator, Brisbane-South Region, Queensland Department of Education
Professor Phil Meade, Dean, Division of Education, Griffith University
Dr Peter Meere, Senior Lecturer and Secondary Preservice Course Coordinator, McAuley College
Mr Ian Miles, Regional Inservice Coordinator, Central Regional Office, Queensland Department of Education
Mr Tony Millett, Head of School, Division of Education, Griffith University
Mr Brian Millis, Principal, Christian Heritage College
Mr Len Morgan, Regional Inservice Coordinator, Brisbane-North Region, Queensland Department of Education
Mr Jeff Morris, TAFE teacher seconded to Professional Officers Association
Miss Merline Muldoon, Chairman, Board of Teacher Registration
Mr Howard Nielson, Coordinator, Brisbane Education Centre

Mr Peter O'Brien, General Secretary, Queensland Association of Teachers in Independent Schools

Mr Roger O'Shea, Co-Director, Centre for Professional Development, Lismore

Ms Wendy Parkinson, Modern Language Teachers' Association of Queensland Inc.

Mr Bob Pearson, Head, School of Teacher Education, Christian Heritage College

Ms Rosemary Perry, Supervisor of Studies (Early Childhood), Brisbane-North Region, Queensland Department of Education

Mr Lionel Phelps, Chairman, Board of the Centre for Professional Development in Education, Lismore

Ms Anne Riddell, Coordinator, Centre for Professional Development in Education, Lismore

Mr Tony Ridgwell, Inservice Coordinator, West Moreton Regional Office, Queensland Department of Education

Ms Nancy Roberts, Program Officer, Inservice Education, Department of Education

Assoc. Prof. Neil Russell, Acting Assistant Director, Gold Coast University College of Griffith University

Mr Michael Ryan, Lecturer, Department of Mathematics and Computing, School of Education, Queensland University of Technology (Kelvin Grove)

Mr John Schmidt, Coordinator of Studies, Darling Downs Regional Office, Queensland Department of Education

Mr Trevor Schramm, Director of Personnel, Queensland Department of Education

Professor Roger Scott, Director-General, Queensland Department of Education

Mr Richard Shaw, Inservice Coordinator, Sunshing Coast Regional Office, Queensland Department of Education

Mr Bradley Smith, Executive Officer, Association of Independent Schools of Queensland

Ms Debra Smith, Science Teachers Association of Queensland

Mr Gary Swayn, Inservice Coordinator, Northern Regional Office, Queensland Department of Education

Mr John Tainton, Assistant Director-General of Education (Development and Portfolio Services), Queensland Department of Education

Mr Paul Toon, Education Officer (Special Duties), Human Relationships Education, Queensland Department of Education

Ms Deborah Voght, Education Officer, Learning Technology Services, Queensland Department of Education

Mrs Merle Warry, Research Officer, Distance Learning for Inservice Teacher Education Project

Ms Vivienne Watts, School of Education, University College of Central Queensland

Mr Ian Whelan, Dean, School of Education, University College of Central Queensland

Ms Nancy Williamson, Education Officer (Special Duties), Central Regional Office, Queensland Department of Education

Mr Peter Wooderson, Inservice Coordinator, South Western Regional Office, Queensland Department of Education

Members of the Board of Teacher Registration and of its Professional Education Committee

APPENDIX V

TYPES OF INFORMATION TO BE INCLUDED IN DATA BASE

1. Inservice teacher education and other award programs available through higher education institutions in Queensland (including programs available in faculties/schools other than Education).

2. Inservice teacher education award programs offered through Distance Education Centres at higher education institutions elsewhere in Australia (including duration and dates of any residential requirements).

3. Professional development programs offered by teacher employing authorities and by private providers.

4. Professional development activities offered by school support centres, regional/diocesan offices and schools.

5. Professional development activities offered by non-member providers.

6. Professional development activities currently accredited by various higher education institutions.

7. Procedures for accreditation of activities and providers.

8. Accreditation of school- or community-based activities as professional development programs.

9. How to maintain records of professional development activities.

10. Using professional development activities in higher education institution assignments.

11. Assessment procedures (by higher education institutions).

12. Applying for credit retrospectively.

13. Professional development and HECS liabilities.

14. Information about teacher professional associations.

15. Professional development activities of teacher professional associations (including teacher unions).

16. Forthcoming events.

17. Abstracts of the literature on professional development.

18. Potential venues for professional development activities.

19. For all professional development activities listed: information on availability to outside participants and information on any fees payable and whether these would differ for different groups of participants.

20. Means of accessing professional development funds through school budgetary procedures.

21. Directory of consultants on various areas (e.g. lecturers at HEIs).

APPENDIX VI

PROPOSED DUTIES OF MEMBERS OF CONSORTIUM SECRETARIAT

It is proposed that the duties of the staff of the Consortium's secretariat be along the following lines:

DIRECTOR

Under the direction of the Consortium Council and in consultation with the members of the Consortium, carry out the following duties:

- To promote the aims of the Consortium.
- To identify and execute tasks needed to be carried out to meet the functions of the Consortium.
- To plan meetings and conferences.
- To consult with providers and higher education institutions on questions of accreditation of professional development activities towards HEI awards to provide information and promote collaboration in the development of professional development opportunities in Queensland.
- To consult teacher groups to help formulate the needs of clients of professional development activities and to arrange for meetings of clients.
- To consult with providers for the purpose of gathering information on existing and prospective professional development opportunities.
- To consult with employer representatives to gather information on professional development requirements for teachers.
- To consult with employers concerning information on professional development needs at a system level.
- To identify issues and innovations in the professional development of teachers both in Queensland and elsewhere.

- To collect information for evaluation and research needs relating to the effectiveness of professional development activities in Queensland.

- To oversee the establishment of a data base of professional development.

- To oversee the collection of information for the data base and maintenance of the quality of the data base.

- To perform other duties as directed by the Consortium Council.

DATA MANAGER

Under the direction of the Consortium Director:

- To maintain the Consortium data base.

- To enter data into computer files.

- To establish and maintain back-up files.

- To coordinate electronic communication with Queensland Department of Education Information network.

- To maintain periodical contact with contributors to the data base for updating purposes.

- To monitor the use of all aspects of the data base and maintain records.

- To monitor interactive messages made by users and supply information for the manager.

- To carry out other tasks as directed.

EXECUTIVE SECRETARY

Under the direction of the Consortium Director:

- To undertake typing/word processing.

- To answer phone.

- To attend to counter enquiries.
- To undertake clerical duties.
- To manage stationery supplies.
- To maintain files and records.
- To assist with data input.
- To record proceedings of meetings and/or dictation as required.
- To liaise with other staff and members of the public and of the Consortium.
- To receive monies and receipt remittances.
- To arrange meetings and appointments, and make travel arrangements.
- To attend to incoming and outgoing mail.
- To arrange catering for meetings.
- To photocopy documents.
- To identify and initiate maintenance to equipment.

APPENDIX VII

BUDGET ESTIMATES

A. Establishment Costs (Capital Expenses)	$
Furnishings and partitions (desks, chairs, filing cabinets, bookshelves, visitors' chairs)	10,000
Installation of telephone line and Commander system	1,000
Personal computers (x3) Printer Modem	10,000
Setting up of data base	8,000
Petty cash	1,000
Total	**$30,000**

B. Estimated Approximate Annual Operating Costs (Recurrent Expenses)

	$p.a.
Rental of office space in Sherwood House assuming 60m² @ $180 per m² p.a.	10,800
Outgoings (building services) approx. $200 per month	2,400
Cleaning (@ $1 per m² per month)	720
Electricity	600
Stationery	3,000
Telephone rental and calls	3,000
Publications and postage (including bulk mailing and one personalised mailing of newsletters to users)	70,000
	90,520
Meeting expenses and conference attendance for Coordinator and Data Manager	20,000
	110,520
Salaries and 'on costs'	144,000
Total	**$254,520**

C. Possible Sources of Recurrent Income

In the event that approaches to Federal and State authorities for funding prove unfruitful, the figures below represent the maximum contribution that will be required from Consortium members.

Contributions from HEIs

Based on estimated 1991 enrolments in post-initial teacher education courses, the annual contributions required from each higher education institution (@ $20 per EFTSU enrolled in post-initial teacher education courses) would be as follows:

	$
Queensland University of Technology	20,000
Griffith University	8,000
University of Queensland	8,000
University College of Southern Queensland	4,000
Australian Catholic University, Queensland	4,500
James Cook University of North Queensland	4,500
University College of Central Queensland	3,000
Gold Coast University College of Griffith University	800
Christian Heritage College	500
	$53,300

Contributions from Employing Authorities

Based on annual contributions of $4 per teacher employed:

Department of Education (approx. 26,000 teachers)	104,000
DEVETIR (approx. 2,000 teachers)	8,000
Non-government employers (approx. 8,000 teachers)	32,000
	$144,000

Contributions from Registered Teachers

Levy on registration fee - approximately 60,000 registered teachers @ $1 each	**$60,000**

D. Budget Estimates for 1991-92

Incoming

Higher Education Institutions	$53,300
TAFE	8,000
Education Department	104,000
Other employers	32,000
	$197,300

Outgoing

Establishment costs	$30,000
Salaries and on-costs	144,000
Other recurrent costs	110,520
	$284,520

V. R. Ward, Government Printer, Queensland—1991

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